

**Notes on use:**

Use these suggestions as starting points and add any extra information to the boxes. Keep examples of the evidence together with this overview.

## Leadership

- History Leader: Dilshad Aboobaker
- Link Governor:
- SIP priority 2023 – 2024
- SIP subject leadership
- Staff meeting in Spring Term , introduce new resources, share good practice and expectations(revisit)
- Planning, assessment and learning walk around school to monitor displays
- Organise themed month: Black History Month (October)
- Organise themed day: Famous Londoners (May)
- Organise school trips/visits to the school – relevant Museums

## Assessment

- Engage Pupil voice to assess breadth of History
- End of term assessment through planning, displays, questionnaires (children/staff)
- Topic Book look biannually (TBC)
- Group needs and pupil progress data to inform tasks and next steps
- Linking to British Values – e.g: Democracy – Link to Pupil Voice
- Linking to SDGs
- Feedback from Team leaders about subject teaching
- Share feedback with staff in INSET
- Feeding back to Governors

## Pupils

- Y-team surveys and interviews as appropriate
- Demonstrate love for learning, engagement and enjoyment through sharing children's work in newsletter
- Encouraged to engage in deeper thinking, through high-quality questioning
- Learn and develop new skills
- Apply learning to real-life situations and roles

## Resources

- Relevant Historical displays/artefacts up in corridors.
- Resources (to be made) available to display within classroom relating to relevant themes (props/costumes)
- Education city, Purple Mash, BBC website, Espresso, Youtube
- School trips to relevant museums / Visits to school – learning outside the classroom

## History

at

## Yeading Infant and Nursery School

## Improvement Outcomes

- To develop in the children a curiosity of the past and the way it has shaped today's society - how Britain has influenced and been influenced by the wider world.
- To understand and use a wide range of vocabulary of everyday historical terms, giving chd the ability to ask and answer questions using a range of sources (stories, pictures, IT)
- Ensure that children have sufficient knowledge to celebrate and understand the importance of significant events/people that are recognised throughout school year connections between local, regional, national, international)

## Curriculum

- EYFS objectives and progression :

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
UTW	UTW	UTW	UTW	UTW	UTW

KS1 objectives and progression: Lower

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2

KS1 objectivs and progression; Upper

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2

## Curriculum Objectives

EYFS / DM

- Begin to make sense of their own life and family's history
- Comment on images of familiar situations in the past
- Compare and contrast characters including figures from the past

KS1

- To understand where the people and events studied fit within chronological framework and identify similarities / differences between ways of life in different periods.
- To use a wide range of vocabulary of everyday historical terms, ask and answer questions using a range of sources (stories etc) to show what they know/understand.
- To identify and understand the different ways in which we find out about the past.
- Changes within living memory, events beyond living memory which are significant, the lives of significant individuals, significant historical events/people/places in own locality

## Teaching

- High expectations
- High level of subject-specific knowledge
- Consistency through shared expertise, training and INSET
- Creative, engaging, motivating, stimulating
- Trips to museums and visitors, curriculum enrichment days
- Always linking to Literacy within planning