



Hurst Park School – School Development Plan 2020-2021

Outcomes for Pupils – History

Key Priority: Pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills.

Objective	Action	Start date/lead	Milestones	Success Criteria	Monitoring and Evaluation (Progress and Impact)	Resources
To complete a Subject & Curriculum Leadership Report for History	SL to complete an in depth report outlining the 11 areas specified.	October 2020	All sections completed Nov 2020	SL has a greater understanding of the requirements of the History curriculum and areas for development in the future.	Completed Subject & Curriculum History Report November 2020 by current SL, but may need adapting/revising by new SL	
Provide opportunities for special History days	New SL to organise a History based special day/week at some point in 2021	Spring 2021	Current SL retiring at end of Autumn 2020 term, so handing this on to next SL	To promote a suitable topical subject that can used to further inspire History learning throughout the school	Ongoing	Time

Embed the progression of historical skills taught across the school.	SL to scrutinise books and other sources of evidence including talking to children to ensure children are learning higher order enquiry skills as they progress through the year groups.	Spring 2021		Evidence that children in upper KS2 are using higher order enquiry skills compared to younger children. Namely: Making substantiated judgments, evaluating, critiquing, empathizing and hypothesizing.		Time
Ensure challenges are set for more able and adaptations for SEND	SL to scrutinise books and other sources of evidence including talking to children. Lesson observation.	Spring 2021		Evidence of differentiation in books.		Time
Develop effective use of questioning skills to promote critical thinking	Through observations and staff meetings, provide staff with examples of the types of questions that would help develop children's critical thinking skills	Spring 2021		Children are able to apply critical thinking skills to open ended questions, particularly in KS2.	Observations Talking to children Looking at books for evidence of open-ended questions being posed by teachers.	Time