

**Springbank Academy****Action Plan 2025/26**

Actions/tasks columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.

Area of focus

**HISTORY**

<b>Key priority/focus</b>	To provide Springbank children with consistent high quality teaching in History where the focus is essential key knowledge and skills that are regularly revisited leading in in-depth learning for all children.
<b>Measures of success</b>	<ul style="list-style-type: none"><li>• For History/Understanding the World lessons to be directly linked to essential key knowledge taken from the correct curriculum, including Early Years.</li><li>• Children can consistently recall their learning and make links to their own lives.</li><li>• Teachers regularly revisit key learning in all History lessons.</li></ul>
<b>Success evaluated by</b>	SLT / Governing Body

Objectives	Action/tasks (What will you do?)	Intended outcome and date objective will be completed (What do you hope it will look like?)	How objective will be monitored	Impact/ evidence (What will the impact be for the children?)
<b>1.Leadership:</b>  To ensure our History Curriculum focuses on the essential key skills and knowledge needed and that learning regularly revisited.	Ensure the long term History plan clearly highlights the essential skills and knowledge that need to taught in each group, including Early Years.  Review the History Curriculum and make any necessary changes to ensure learning is revisited throughout the years at Springbank.	<b>Autumn</b> Key learning highlighted in the LTP <b>Spring</b> There will be clear evidence in books of planning being followed in History content and skills. Quantity of time spent teaching History will be evident in books/planning. Children will be using prior knowledge to build their skills and understanding. The prior learning will give children opportunities for children to revisit their knowledge and secure it in their long-term memory. Children will be able to confidently talk about their learning History.	Added to Google Drive and Sent to CJ – <b>Autumn</b>  Book Look- <b>Spring/Summer</b>  Lesson visits (LV) <b>Spring</b>  Pupil voice- <b>Spring</b>	E: LV will evidence engagement  E: Books will evidence coverage and progression following LTP.  E: Teaching will be progressive to enable children to build on prior learning.  I/E: Revisits will allow children to confidently recall their learning.

		<b>Summer</b> Review the curriculum with class teachers and make any changes needed.	Book Look- <b>Spring/Summer</b>  Lesson visits (LV) <b>Spring</b>	
	Analyse and establish areas for development-share with staff.	<b>Spring</b> Staff meeting to discuss History improvements. <b>Summer</b> MTP's reviewed and any alterations made for Autumn to ensure quality and progressive teaching.		
2.Teaching and learning:  Teachers provide children with in-depth knowledge that matches explicitly to the relevant curriculum.	Ensure that quality first teaching is taking place.	<b>Spring</b> Lesson objectives, showing clear links to the EYFS/NC, are clear and discussed with the children. Evidence of a well-balanced history curriculum from looking in books. Teaching will be engaging and make effective use of resources. Effective support and challenge is evident using the Wider Curriculum Sequence (Flashback, Prime, Advancing, Chilli Challenge, Make it Stick) Progress will be evident for all children.	Pupil interviews- <b>Spring</b>  Book Look- <b>Spring</b>  LV- <b>Spring</b>	I: Children are able to talk about their learning confidently. E: All children will be able to access the history learning and progression through the year. E: LV will show lessons clearly linked to curriculum and skills progression. E: Children are challenged to think deeper and make links. E: More children are achieving the LO's each lesson and progressing to advancing/challenges. E: Children able to show their learning by answering the Make it Stick questions at the end of each lesson.
	Monitor that staff MTP's with clear progression in skills are being followed. Monitor that pupils know, understand and remember more History.	<b>Spring</b> Adapt and amend skills progression to link with LTP and MTP's.  <b>Spring/summer</b> Interviews will demonstrate the children's level of interest in their learning and that the curriculum meets their needs.		E: Pupil voice

		Pupil progress will be evident in books. Review MTP's against LTP. Flashback and Make it Stick		
3.CPD:  Ensure that teachers' skills are well developed and impact positively on pupil outcomes through meaningful CPD.	Review and update skills progression with any updates to LTP.  Read any new and relevant documents relating to any changes to the History curriculum expected in coming year.	<b>Summer/Autumn 2025</b> Staff and children have access updated documents.  <b>Spring/Summer</b> Review annotated document and implement the changes suggested.	Attendance of staff – answer any staff questions either in meeting or afterwards. Provide extra CPD on a 1-1 basis if needed.	I: Staff will be up to date with the history curriculum and be confident in using resource bank to enhance learning for pupils.  E: Recommendation in place across school.

Evaluation	Autumn			Spring			Summer		
Rag rating	1. Leadership	2. Teaching and Learning	3. CPD	1. Leadership	2. Teaching and Learning	3. CPD	1.	2.	3.
Next steps									