



Dean Field Community Primary School Humanities Action Plan

Objectives (Intent)	Actions and Personnel (Implementation)	Resources	Milestone 1 December 2019	Milestone 2 April 2020	Milestone 3 July 2020	Monitoring and Evaluation (Impact)
<p>To use the progression of skills documents across both History and Geography to assess the skills being taught.</p>	<p>To ensure that class teachers are aware of the skills that have been previously taught in other year groups and what needs to be taught next.</p> <p>To allow teachers to plan for progression across both History and Geography.</p>	<p>Progression of Skills document</p>	<p>Progression of skills documents to be created and shared with all staff – Autumn 1</p> <p>GS to meet with all staff to share the progression of skills documents in History and Geography.</p> <p>Teachers to use the documents as an aid for planning and assessment in History and Geography.</p>	<p>Teachers to feel confident using the progression of skills documents as an aid for planning and assessment.</p> <p>Gaps are being identified and planned for.</p>	<p>Clear and accurate end of year assessment linked to progression of skills documents.</p> <p>The next class teachers are aware of the skills they need to focus on in the coming academic year.</p>	<p>Assessment is accurate in History and Geography.</p> <p>Children are making increased progress.</p> <p>Teachers are more confident at planning and assessing in History and Geography.</p>
<p>To ensure that pupils know what Geography is and involves and are able to distinguish between History and</p>	<p>Teachers to ensure they tell pupils whether they are being Geographers or Historians at the beginning of each topic (this is then recapped at the start</p>	<p>As needed.</p>	<p>Children to be aware of whether their topics relate to Geography/History.</p> <p>Children beginning to understand what it means to be a historian/geographer.</p>	<p>Children to be able to talk about Autumn topics in relation to History/Geography.</p> <p>Geography deep dive</p>	<p>Children to be able to confidently talk about the topics they have covered this year in relation to History/Geography.</p> <p>Pupils able to talk confidently about</p>	<p>The profile of History and Geography to have risen across school.</p> <p>Pupils to have a clear understanding of</p>

<p>Geography topics.</p>	<p>of each lesson). Children understand what it means to be a geographer. Children understand what it means to be a historian. Raise the profile of Geography and History in school through special days, visitors, displays etc.</p>		<p>History deep dive Pupil interviews</p>	<p>Pupil interviews</p>	<p>what it means to be a historian/geographer.</p>	<p>what Geography and History entail.</p>
<p>To increase pupil engagement through trips, visitors, theme days and other enrichment activities linked to Geography.</p>	<p>Trips to be organised each half term related to either History or Geography. Special visitors invited into school on a regular basis to inspire children with regards to History/Geography learning. Enrichment activities /lunchtime and after school clubs linked to History/Geography to be on offer to all</p>	<p>Where needed.</p>	<p>All year groups to have been on one trip related to History/Geography for this term. Classes to have also had one special visitor or theme day in school related to either subject. GS to offer a lunchtime club to inspire interest in either Geography/History.</p>	<p>All year groups to have been on one trip related to History/Geography for this term. Classes to have also had one special visitor or theme day in school related to either subject. GS to offer a lunchtime club to inspire interest in either Geography/History.</p>	<p>Review all trips/visitors/theme days for the year. Discuss any alternatives needed and what the successes have been ahead of the next academic year.</p>	<p>Children have opportunities to deepen their knowledge of the History/Geography curriculum through educational visits/special visitors and theme days. Children are inspired and develop a love of learning in History/Geography.</p>

	pupils.					
To promote History through anniversaries and events throughout the year and ensure links with other curriculum areas.	<p>Children to be aware of different anniversaries and events linked to history.</p> <p>Teachers to provide opportunities to learn more about important historical events.</p> <p>GS to deliver assemblies/themed days linked to important historical events.</p>	As needed.	<p>All historical events to be recognise, discussed and pupils provided the opportunity to learn more about them in the Autumn term.</p> <p>Where applicable visitors to be invited into school to widen the children's knowledge of historical events.</p>	<p>All historical events to be recognise, discussed and pupils provided the opportunity to learn more about them in the Spring term.</p> <p>Where applicable visitors to be invited into school to widen the children's knowledge of historical events.</p>	<p>All historical events to be recognise, discussed and pupils provided the opportunity to learn more about them in the Summer term.</p> <p>Where applicable visitors to be invited into school to widen the children's knowledge of historical events.</p>	<p>Children to have a developed awareness of historical events that are significant.</p> <p>Children to widen their knowledge in History and be inspired to develop a love of learning in this subject.</p>
To develop a timeline of historical events in each classroom from Year 1 to Year 6.	<p>A timeline to be in each classroom from Year 1 to Year 6.</p> <p>The timeline will include the historical events studied in each year group and this will build each year.</p>	Timeline in each classroom	The timeline of events to be ordered and to be a consistent feature of each classroom from Year 1 to Year 6.	Teachers to refer to the timeline in lessons and children able to articulate their learning with regards to the timeline in their classroom.	Teachers to refer to the timeline in lessons and children able to articulate their learning with regards to the timeline in their classroom. Review for the next academic year.	Children to develop a sense of chronology and to be able to discuss key historical events in relation to when they occurred.

Written by – Gemma Sharp
Reviewed – December 2019
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