

(Curriculum Subject) Development Plan 2021/22
Led by VCW

| Main Areas of Development | Reason/Evidence |
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| Staff to follow a planned and sequenced curriculum | Planned and sequenced to develop children's understanding. Planned and structured lessons have a big impact on children's learning. |
| Children to be able to learn key facts related to topics | This demonstrates an increased knowledge of the subject taught. Children can use the correct scientific vocabulary. |
| To plan a history day where children will learn about significant people from the area (history canvas) | Children will learn key dates to be able to relate to other topics of history taught. |
| TO SUPPORT NEW MEMBERS OF STAFF IN HISTORY | |
| ENCOURAGE HISTORY TRIPS AND VISITORS | |

| Overall target | | Children to be able to recall 5 key historical facts | | | | | | | |
|---------------------------|--|--|--------------------|-------------------|--|------------------------|----------------------------------|-------------------------------|------------------------------|
| Action to be taken | | Success Criteria and Impact on Learning and Standards. | Lead Person | Monitoring | Evaluation | Cost/ Resources | Milestone 1 December 2020 | Milestone 2 April 2021 | Milestone 3 July 2021 |
| | VCW to interview a sample of pupils from Year 1 - 6 to ask them about what they have been taught and what they can remember? | Children will be able to develop a better understanding of historical eras. Can children remember 5 key facts? | VCW | VCW SM | This did not happen during the year due to lockdown and the fact the fact that bubbles were unable to mix. | | To interview pupils | To interview pupils | To interview pupils |
| | To support new members of staff with history | CPD on enquiry, interpretation and history progression document NOV 2021 | Melanie Pitt | | | | | Lockdown | |

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| Overall target | | Staff to be following planned and sequenced document | | | | | | | |
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| Action to be taken | | Success Criteria and Impact on Learning and Standards. | Lead Person | Monitoring | Evaluation | Cost/ Resources | Milestone 1 December 2020 | Milestone 2 April 2021 | Milestone 3 July 2021 |
| i | Staff to follow the planned and sequenced document. | Subject leader to be able to compare planned document to work in books and they should match up. | SM | Book scrutiny. | | Free | Staff to know their topic order and the sequence of lessons. | Evidence of this in children's books. | Children can talk about their learning. |
| ii | | Book look in autumn term with SM | SM | Nursery, reception, Year 1, Year 2, Year 3, Year 5 and Year 6 books. | Most staff were starting to follow the sequence document. | Free | Evidence in books. | | |
| | | Book look in summer term with SM | SM | Nursery, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6 books. | No evidence from Reception provided. Staff provided evidence of teaching history during lock down. There was | Free | | Evidence in books. | |



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| | | | | | evidence of the sequence document being followed. | | | | |
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