

1. KEY POINTS FROM SCHOOL DEVELOPMENT PLAN (SDP)

- a) To ensure there is clear skills and knowledge progression throughout the school.
- b) To use computation skills in geography and history.
- c) To ensure there are history and geography areas around the school.

2. PROGRESS AND IMPACT TO DATE

a) New detailed medium term plans have been established, which show what the children need to be able to recall by the end of each lesson linked to the lesson objective. They include reference to prior and future learning and year group specific vocabulary to help with progression.

a) Books have been monitored and feedback given to class teachers on any areas that need to be developed. All books were well presented and showed a range of tasks.

b) Children use websites such as Google Earth to support their learning and have opportunities to research and present information using the chromebooks.

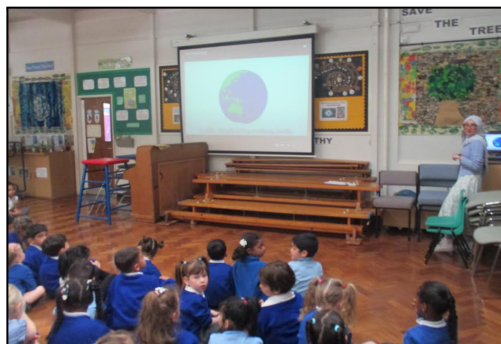


Pupil feedback

-In geography I have enjoyed being able to explore different biomes using the atlas and Google Earth.

- One of my favourite lessons in history was completing my own research on Tudor London using the LGFL websites as you could look at videos and also look at maps to see what London was like.

c) Geography and history learning has been celebrated in assemblies. For example: Yr 1 sang and presented information on their learning of the continents.



c) Historic events such as King Charles' coronation are celebrated in school.

- Senior leadership team led a whole school assembly, examining the historical importance of the coronation, the significance of the event around the world and the role of the King.
- Craft morning and a Coronation picnic made it a memorable day for the children.
- In the Spring term, year 5 children visited Westminster Abbey as part of their topic on 'The Tudors.' Alongside gaining additional knowledge of the Tudors, the children had the opportunity to see the coronation chair and have a guided tour of the building where the ceremony would take place.
- After being advised by OFSTED there is now a history display in KS1 focussing on the historic coronation of King Charles.



d) key vocab evident in the childrens books and during pupil interviews

- very book presentation - clear distinction between units, promotion of enquiry
- good consistency across the school
- educational visits ;linked to the topic
- Inclusive (adaptations made for SEND pupils) visuals and scaffolds
- Use of formative and summative assessments
- Evidence Of varied outcomes in pupils books
- Pupils are prepared for their next steps of learning.
- history evident in school displays (Queen's jubilee)

Children reading historical fiction linked to their topic - Stone Age boy linked to prehistoric Britain



Local resources

- Queen Elizabeth Park is used to explore map skills in Y5 and to learn about the local area in Y1.
- Local grocers are visited in the summer term by Yr 1 to learn about where our food comes from (Geography)
- Cody Dock positioned next to the River Lea is used by Yr 4 to conduct a local river study.

Formative assessment

The beginning of each lesson starts with a recall activity to check children's understanding of previous learning and key vocabulary. Teachers use a range of assessment strategies at the end of each topic to monitor progress of pupils. One of the methods used is an end of unit quiz, which tests the children's ability to recall key facts and ability to answer a key question.

3. LOOKING AHEAD

- Due to the importance of chronology, topics will be moved for certain year groups (Windrush, WW2)
- To ensure opportunities to complete field skills are present across the school.
- To continue to promote history and geography throughout the year.