

# History Curriculum

## Intent

At Jotmans Hall, we intend our high quality History curriculum to be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

We intend to inspire in pupils a curiosity and fascination about the Britain’s past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

## Implementation

	Autumn	Spring	Summer - ELG
<b>EYFS</b>	They show interest in the lives of people who are familiar to them; They remember and talk about significant events in their own experience; They recognise special times or events for family and friends; They develop an understanding of growth, decay and changes over time; They show curiosity about objects, events and people	They look closely at similarities, differences, patterns and change; They show curiosity about objects, events and people	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. They show curiosity about objects, events and people

		Autumn	Spring	Summer
<b>Year 1/2</b>	Year A	Childhood Then and Now	Transport	Holidays
	Year B	Houses and Homes	The Great Fire of London	Intrepid Explorers

Year 1/2	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
<b>Autumn – Year A</b>	Which toys do you like to play with?	Wood, cotton, wool, plastic,	Queen Victoria and Victorian life	Place events and objects in chronological order.	Students will be assessed on the key skills in the National

<p><b>Childhood Then and Now</b></p>	<p>Which toys did your parents/grandparents like to play with? Do you play the same games that your parents and grandparents played? What do you wear when you are playing? Why did children 100 years ago not have as many toys or time to play games? How were the childhoods of rich and poor different? How did school change things?</p>	<p>metal, fur, leather, Craze, Leisure, Entertainment, Toy, School, Handmade, Childhood, old, new, before, after, past, present, now, then.</p>	<p>Lives of rich and poor children  How toys have changed over time  How schools have changed over time  How we entertain ourselves and how this has changed</p>	<p>Use words such as <b>before, after, past, present, then</b> and <b>now</b> to describe historical events.  Recognise why people did things and why events happen.  Identify differences between ways of life at different times.  Ask and answer questions about the past  Observe and handle a range of sources of information to find out about the past.  Recall changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>
<p><b>Spring – Year A</b>  <b>Travel and Transport</b></p>	<p>What types of transport can have you used? How do you think people travelled before we had these types of transport? What was a horse and cart used for? What difference did the invention of the motor car make to people’s lives? How do you think we will travel in the future?</p>	<p>Travel, Transport, boat, feet, horse, cart, train, car, aeroplane, bus, Locomotive, petrol engine, old, new, before, after, past, present, now, then.</p>	<p>1<sup>st</sup> aeroplane flight Timeline of a type of vehicle Landing on the Moon  For example: Amelia Earhart, Amy Johnson, George Stephenson, Ellen MacArthur</p>	<p>Understand the lives of significant individuals in the past who have contributed to national and international achievements  Place events and objects in chronological order.  Recognise why people did things and why events happen.  Observe and handle a range of sources of information to find out about the past.  Recall events beyond living memory that are significant nationally or globally (e.g. The Great Fire of London, the first</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>

				<p>aeroplane flight or events commemorated through festivals or anniversaries).</p> <p>Recall changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	
<p><b>Summer – Year A</b></p> <p><b>Holidays</b></p>	<p>Where have you been on holiday? When and why do we have holidays? What are the features of a seaside holiday? How can photographs tell us about the past? When did seaside holidays become popular? How have seaside holidays changed? How did people get to the seaside?</p>	<p>Seaside, Postcard, Holiday, Bathing Machine, Promenade, Pier, Coast, Beach, Cliff Also: old, new, before, after, past, present, now, then.</p>	<p>Where have you been on holiday? How do we entertain ourselves on a journey? Differences in the ways of recording holidays.</p> <p>Victorian seaside, eg Magic Grandad and Sally’s Seaside Adventure (IWB)</p> <p>Holidays in Southend on Sea, history of the pier</p>	<p>Identify differences between ways of life at different times.</p> <p>Place events and objects in chronological order.</p> <p>Recognise why people did things and why events happen. Observe and handle a range of sources of information to find out about the past.</p> <p>Recall changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Identify significant historical events, people and places in their own locality.</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>

<p><b>Autumn – Year B</b></p> <p><b>Houses and Homes</b></p>	<p>What sort of home do you live in?          Why do people live in different types of homes?          How did people cook and keep clean in the past?          How did people power their homes?          Did this change the furniture that they had?          How were rich and poor houses and homes different?</p>	<p>Detached, semi-detached, flat, terrace, bungalow, mobile home, Caravan, houseboat, Clay, stone, brick, wood, straw, glass, uPVC, Hallway, Kitchen, Living Room, Bedroom, Bathroom, toilet, Furniture, Electricity, gas, candle, chamber pot,          Also: old, new, before, after, past, present, now, then.</p>	<p>The history of telephones/ television/ computers/ household objects.</p> <p>Study of famous inventors e.g. Alexander Graham Bell (telephone)          Comparing Houses over the ages.</p> <p>Houses over the ages – Victorian houses - Magic Grandad</p> <p>Hadleigh Castle and its significance in the area.</p>	<p>Place events and objects in chronological order.</p> <p>Use words such as <b>before, after, past, present, then</b> and <b>now</b> to describe historical events.</p> <p>Recognise why people did things and why events happen.</p> <p>Identify differences between ways of life at different times.</p> <p>Ask and answer questions about the past</p> <p>Select from their knowledge of history and communicate in a variety of ways.</p> <p>Observe and handle a range of sources of information to find out about the past.</p> <p>Identify significant historical events, people and places in their own locality.</p> <p>Recall changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions.          On-going formative assessment by class teacher.</p>
<p><b>Spring - Year B</b></p> <p><b>The Great Fire of London</b></p>	<p>How do we know so much about the fire?          When did the fire start?          Where do the fire start?          Why did the fire spread so quickly?</p>	<p>Bakery          Diary          Firebreak          Fire Hook</p>	<p>The Great Fire of London (Magic Grandad)</p> <p>The Royal Family, Queen Victoria, Charles II, Dick Whittington (traditional tales), Samuel Pepys</p>	<p>Place events and objects in chronological order.</p> <p>Use words such as <b>before, after, past, present, then</b> and <b>now</b> to describe historical events.</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions.          On-going formative assessment by class teacher.</p>

	<p>How did people try to put the fire out? How did it change London?</p>		<p>Tower of London/St Paul's Cathedral/The Monument</p>	<p>Recall events beyond living memory that are significant nationally or globally.</p> <p>Understand the lives of significant individuals used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality.</p> <p>Observe and handle a range of sources of information to find out about the past.</p> <p>Recognise why people did things and why events happen.</p> <p>Identify differences between ways of life at different times.</p> <p>Ask and answer questions about the past</p> <p>Select from their knowledge of history and communicate in a variety of ways.</p>	
<p><b>Summer – Year B</b></p> <p><b>Intrepid Explorers</b></p>	<p>Who was Christopher Columbus? Why is Neil Armstrong famous? Are there any explorers now? What was it like on a sailing ship? What have we learnt from these explorers and their achievements?</p>	<p>Compass Discover Explorer Map Merchant Navigate Spaceship Trade</p>	<p>Christopher Columbus and the discovery of America</p> <p>Neil Armstrong and the first moon landing</p> <p>Life on board sailing/spaceships</p> <p>What they brought back and how it affects our lives</p> <p>Name some other explorers (e.g. Scott, Amundsen, Bancroft)</p>	<p>Understand the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Identify differences between ways of life at different times.</p> <p>Place events and objects in chronological order.</p> <p>Recognise why people did things and why events happen.</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>

				<p>Use words such as <b>before, after, past, present, then</b> and <b>now</b> to describe historical events.</p> <p>Ask and answer questions about the past</p> <p>Select from their knowledge of history and communicate in a variety of ways.</p>	
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		Autumn	Spring	Summer
<b>Year 3/4</b>	Year A	PreHistory: Stone Age to Iron Age	The Romans	Castles – Local History
	Year B	WWII: The Home Front	Ancient Egypt	The Tudors

Year 3/4	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
<b>Autumn – Year A</b>  <b>Stone Age to Iron Age</b>	What does ‘prehistory’ mean? How do we know how people lived during these ages? How did life in Britain change during prehistory? What is the difference between <u>settlement</u> and <u>migration</u> ? How did the Roman Invasion bring an end to the Iron Age?	A.D., B.C., Archaeologist, Artefact, Bronze Age, Iron Age, Mesolithic, Neolithic, Neanderthal, Homo Sapiens, Palaeolithic, Stone Age, . Settlements, Migration	<b>Changes in Britain from the Stone age to the Iron Age:</b> <ul style="list-style-type: none"> <li>• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae               <ul style="list-style-type: none"> <li>▪ Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>▪ Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> </li> </ul>	Starting to describe daily life during this time period; Asking and answering questions about this period; explaining how we know these things and where evidence comes from; identifying a place linked to this time period; placing events on a timeline; using specific vocabulary to this period.	Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.

<p><b>Spring – Year A</b></p> <p><b>The Romans</b></p>	<p>Why was Rome so powerful?  Why did the Romans want to invade Britain?  Who was Boudica?  What buildings and events did the Romans introduce to Britain?  What significant changes did the Roman make to daily life in Britain?  Why did the Romans leave Britain?</p>	<p>A.D., B.C, Archaeologist, Artefact, Celts, Invasion, Legion, centurion.  Emperor, Amphitheatre, Temple, Mosaic, Latin.</p>	<p><b>The Roman empire and its impact on Britain:</b></p> <ul style="list-style-type: none"> <li>• Julius Caesar’s attempted invasion in 55-54 BC <ul style="list-style-type: none"> <li>▪ the Roman Empire by AD 42 and the power of its army</li> <li>▪ successful invasion by Claudius and conquest, including Hadrian’s Wall <ul style="list-style-type: none"> <li>▪ British resistance, for example, Boudica</li> <li>▪ ‘Romanisation’ of Britain: the impact of technology, culture and beliefs, including early Christianity</li> </ul> </li> </ul> </li> </ul>	<p>Starting to describe daily life during this time period; Asking and answering questions about this period; explaining how we know these things and where evidence comes from; identifying a place linked to this time period; placing events on a timeline; using specific vocabulary to this period.</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>
<p><b>Summer – Year A</b></p> <p><b>Castles – local history</b></p>	<p>Why were castles built?  Which group of people built the first castles in Britain?  What are the main features of a castle and what are they for?  Why was a castle built at Hadleigh/Colchester and who built it?  Why was the castle important to the local area?  How and why were Hadleigh/Colchester castles changed/developed?  Why did Hadleigh/Colchester castle stop being used as a castle?  How is it used now?  Why did people stop building castles?</p>	<p>Archaeologist, Artefact, Bailey, Century, Drawbridge, Invasion, Motte, Keep, Moat, Ramparts, Battlements, Portcullis.</p>	<p><b>A Local History Study:</b>  a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality:  Colchester castle;  Hadleigh Castle.</p>	<p>Starting to describe daily life during this time period; Asking and answering questions about this period; explaining how we know these things and where evidence comes from; identifying a place linked to this time period; placing events on a timeline; using specific vocabulary to this period.</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>

<p><b>Autumn – Year B</b></p> <p><b>WWII – The Home Front</b></p>	<p>What was the cause of WWII?</p> <p>Can you describe what it was like to be a child in WWII? How was it different from your life now?</p> <p>Why did children have to be evacuated?</p> <p>What were the Battle of Britain and the Blitz?</p> <p>What was the impact of WWII and the Blitz on Britain?</p>	<p>Allies, Holocaust, Evacuation, Air Raid Shelter, Home Front, Invade, Rations, Home Guard, Propaganda, Gas Masks, Blitz..</p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</b></p> <p>a significant turning point in British history: the Battle of Britain</p>	<p>Starting to describe daily life during this time period; Asking and answering questions about this period; explaining how we know these things and where evidence comes from; identifying a place linked to this time period; placing events on a timeline; using specific vocabulary to this period.</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>
<p><b>Spring – Year B</b></p> <p><b>Ancient Egypt</b></p>	<p>What was the importance of rivers in ancient civilisations?</p> <p>Who were the rulers of Ancient Egypt?</p> <p>How and why were the pyramids built?</p> <p>What can Ancient Egyptian artefacts tell us about their daily lives and their culture?</p> <p>What part did religion play in the daily life of Ancient Egypt?</p>	<p>A.D., B.C., Archaeologist, Artefact, Canopic Jars, Hieroglyph, Mummy, Mummification, Papyrus, Hieroglyphs, Pyramids, Sarcophagus, Scarabs, Sphynx.</p>	<p><b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</b></p>	<p>Starting to describe daily life during this time period; Asking and answering questions about this period; explaining how we know these things and where evidence comes from; identifying a place linked to this time period; placing events on a timeline; using specific vocabulary to this period.</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>
<p><b>Summer – Year B</b></p> <p><b>The Tudors</b></p>	<p>Who were the Tudors?</p> <p>Can you place them on a timeline?</p> <p>Why did Henry VIII get married so many times?</p> <p>Can you explain any of the differences between the way poor people</p>	<p>Archaeologist, Artefact, Beheading, Divorce, Execution, Family Tree, Heir, Historian, Monarch, Reign, Treason.</p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</b></p> <p>The legacy of the Tudor dynasty on changes to daily life.</p>	<p>Starting to describe daily life during this time period; Asking and answering questions about this period; explaining how we know these things and where evidence comes from;</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>



	<p>lived and rich people loved?</p> <p>What do Roses have to do with the Tudors?</p> <p>How many famous Tudors can you name?</p> <p>Can you explain why they are famous?</p>			<p>identifying a place linked to this time period; placing events on a timeline; using specific vocabulary to this period.</p>	
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		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 5 / 6</b>	Year A	Anglo-Saxons and Scots	Explorers	The Mayans
	Year B	Crime and Punishment	Vikings and local history	The Ancient Greeks (Year B = Olympic Year)

Year 5 / 6	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
<b>Autumn – Year A</b>  <b>Anglo-Saxons and Scots</b>	<p>How did the Roman withdrawal contribute to the Anglo-Saxon settlement?</p> <p>What does the name 'Anglo-Saxon' mean?</p> <p>Where can we find evidence of Anglo=Saxon settlements?</p> <p>Who were the Anglo-Saxons?</p> <p>How did life in Britain change with the Anglo-Saxon settlement?</p>	<p>Archaeologist, Artefact, Angles, Anglo-Saxons, Century, Christianity, Invasion, Jutes, Migration, Monk, Pagan, Picts, Saxons, Scots, Settler/settlement, Source.</p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> </ul>	<p>Describing daily life during this time period in detail; Asking and answering questions about this period and then using independent research to answer them; explaining how historical evidence is used to inform knowledge; identifying a place linked to this time period and what evidence we have for that; placing events on a</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>

			<ul style="list-style-type: none"> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	detailed timeline; using specific vocabulary to this period in writing.	
<p><b>Spring – Year A</b></p> <p><b>Explorers</b></p>	<p>Which explorers can you already name? Can you remember what they discovered and when? What motivates explorers to go on their journeys? How has the equipment used by explorers changed over time? How has exploration benefitted us?</p>	<p><b>Vocabulary:</b> Archaeologist, Artefact, Exploration, Circumnavigate, Trade, Commodities, Alliance, Colonies</p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</b></p> <p>Explorers over time</p>	<p>Describing daily life during this time period in detail; Asking and answering questions about this period and then using independent research to answer them; explaining how historical evidence is used to inform knowledge; identifying a place linked to this time period and what evidence we have for that; placing events on a detailed timeline; using specific vocabulary to this period in writing.</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>
<p><b>Summer – Year A</b></p> <p><b>The Mayans</b></p>	<p>How do Mayans live today? What does the word 'Mesoamerica' mean? Why did the Ancient Mayan civilisation die out? How do we know the Mayans existed? What is Chichen Itza and how does it help us to learn about the Ancient Mayans? How did the Maya worship their gods? How were Mayan cities designed?</p>	<p>Archaeologist, Artefact, Cacao, Civilisation, Deity, Evidence, Hieroglyphs, Maize, Mayan, Mesoamerica, Pyramid, Religion, Ritual, Sacrifice, Society.</p>	<p><b>a non-European society that provides contrasts with British history:</b></p> <p>Mayan civilization c. AD 900</p>	<p>Describing daily life during this time period in detail; Asking and answering questions about this period and then using independent research to answer them; explaining how historical evidence is used to inform knowledge; identifying a place linked to this time period and what evidence we have for that; placing events on a detailed timeline; using</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>

	How was Mayan society organised?			specific vocabulary to this period in writing.	
<b>Autumn – Year B</b>  <b>Crime and Punishment</b>	How has crime changed over time? How have punishments changed over time? How was religion involved in the punishment of criminals? Why were certain crimes more common in certain periods of History? Can you describe crime and punishment in one period of history in detail? How did the introduction of a police force change the way in which crimes were detected and punished?	Jury, Judge, Lawyer, Trial, Magistrate, Transportation, Pillory, Criminal, Crime, Punishment, Wergild, Trial, Outlaw	<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</b>  changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present	Describing daily life during this time period in detail; Asking and answering questions about this period and then using independent research to answer them; explaining how historical evidence is used to inform knowledge; identifying a place linked to this time period and what evidence we have for that; placing events on a detailed timeline; using specific vocabulary to this period in writing.	Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.
<b>Spring – Year B</b>  <b>Vikings and Local history</b>	How did the relationship between the Anglo-Saxons and the Vikings change over time? When, where and why did the Vikings settle in Britain? Are all British people immigrants? Were Vikings really brutal invaders? Why was King Alfred called Great? What evidence can we find of the Battle of Benfleet (Beamfloet)?	Archaeologist, Artefact, Chieftain, Danelaw, Freeman, Longship, Monastery, Pagan, Runes, Thatched, Trader	<b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>  <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>Resistance by Alfred the Great and Athelstan, first king of England</li> <li>• Further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul> <b>A local history study:</b> a study of an aspect of history or a site dating from a period	Describing daily life during this time period in detail; Asking and answering questions about this period and then using independent research to answer them; explaining how historical evidence is used to inform knowledge; identifying a place linked to this time period and what evidence we have for that; placing events on a	Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.

			beyond 1066 that is significant in the locality.	detailed timeline; using specific vocabulary to this period in writing.	
<b>Summer – Year B</b>  <b>The Ancient Greeks</b>	Why and how did Ancient Greece become important? Why and how did the Olympics start? How was the Ancient Greek religion different to ours today? Why did the Ancient Greek civilisation die out? Where does our evidence about Ancient Greece come from? What influence did the Ancient Greeks have on our lives today?	Artefact, Acropolis, citadel, Archaeologist, Architecture, Chronology, Circa, Civilisation, society, Culture, Deity, Democracy, Empire, Invasion, Military, Mythology, Philosophy, Society, Trade, Urban.	<b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b>	Describing daily life during this time period in detail; Asking and answering questions about this period and then using independent research to answer them; explaining how historical evidence is used to inform knowledge; identifying a place linked to this time period and what evidence we have for that; placing events on a detailed timeline; using specific vocabulary to this period in writing.	Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.

## Impact

End points are set by the National Curriculum. By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and competencies as specified in the programme of study.

In order to achieve the Intent of the History curriculum, assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessments are made in order to improve. They are used to identify where there are gaps in learning for particular pupils. Planning is adjusted as a result in order to ensure that identified pupils catch up or close the gap. All pupils are individual and will be assessed in this way to ensure that they fulfil their individual potential. The founding assumption is that all pupils can achieve mastery (breadth and depth) if they are supported to do so.

Pupils' progress is continually monitored throughout their time at the school and is used to inform future learning and teaching. Teaching staff

will assess the children's knowledge at the end of each unit by asking the Key Questions identified on the History Knowledge Organisers. The children will be able to answer them, showing that they know more, remember more and are able to do more.

Subject leader monitoring will include the following aspects:

- Work sampling to ensure development of key learning and key vocabulary;
- Discussing and checking understanding of learning and work with pupils, including effective challenge for more able pupils;
- Monitoring planning to ensure full coverage of the curriculum;
- Checking that there are opportunities to use and apply reading and writing skills in each subject area, consistent with quality in Literacy books.
- Monitoring language skills – ensuring pupils understand key vocabulary;
- Climate walks;
- Lesson visits;
- Gathering and responding to stakeholder's views, including pupils;
- Links to other areas of the curriculum including PSHE, Relationships, Healthy Schools, Behaviours for Learning, British Values and Equality;

Subject leaders will:

- Work with teachers to ensure pupils are supported to achieve at least sufficient progress and expected attainment.
- Produce an annual Action Plan to work on key development points.