

# History

at Bank Lane Infant and Nursery School

*Working together, nurturing excellence.*

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Under Construction – Oct 23



# Banks Lane Infant Intent



History helps us to understand how people have changed our community and the wider world. By finding out about the changes people have made we can learn from the successes and mistakes of others. Finding out about important people who have changed our world helps us to recognise, in their work the importance of our values:

*Effort*



*Ethel*

*Collaboration*



*Cornelius*

*Excellence*



*Eberhardt*

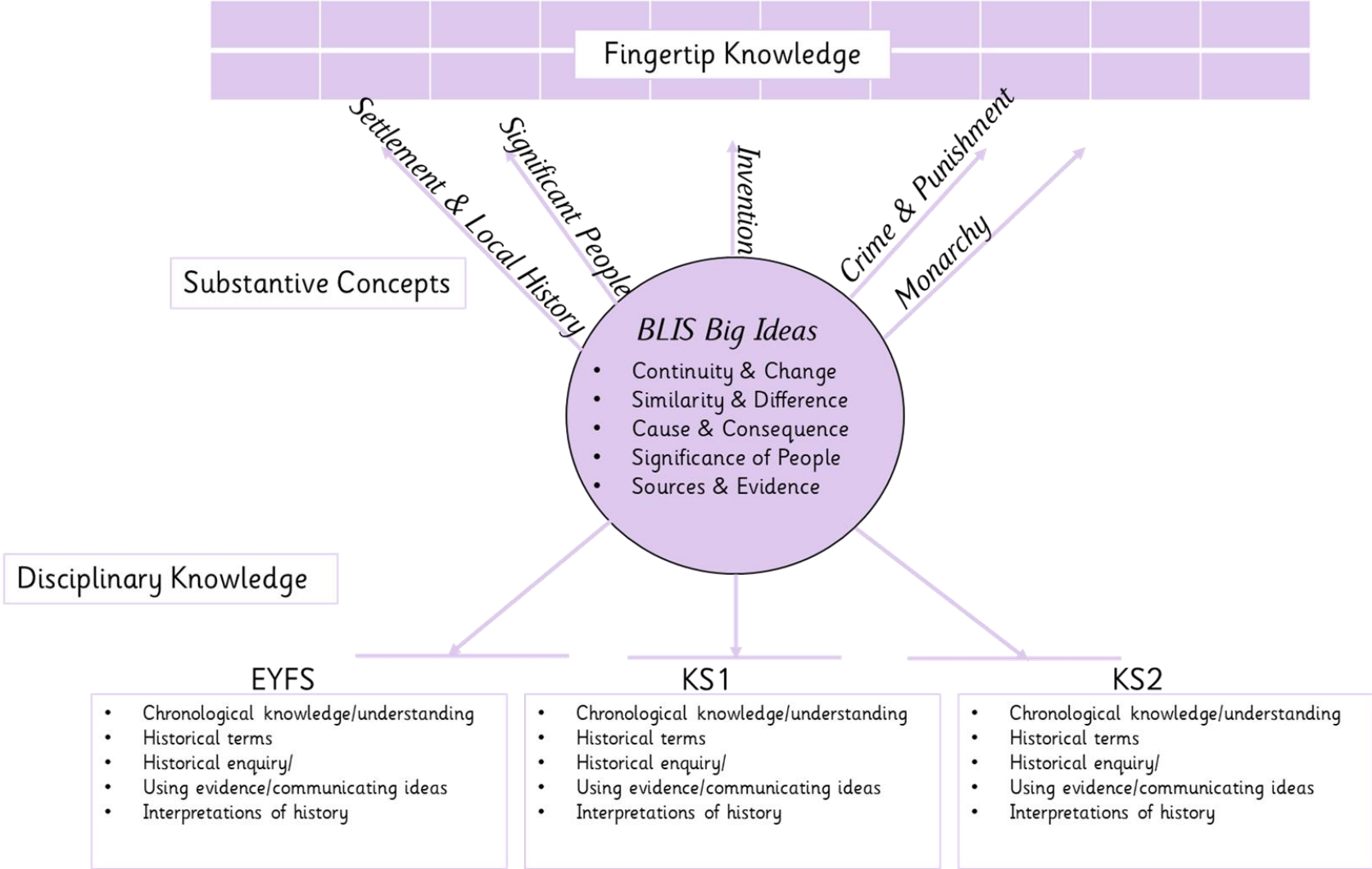
*Respect*



*Radmilla*

# History Concepts

History is factual knowledge of the past - key events, place, people etc - and includes two types - 'substantive knowledge' and 'fingertip knowledge':



Fingertip Knowledge

Substantive Concepts

*BLIS Big Ideas*

- Continuity & Change
- Similarity & Difference
- Cause & Consequence
- Significance of People
- Sources & Evidence

Disciplinary Knowledge

EYFS

- Chronological knowledge/understanding
- Historical terms
- Historical enquiry/Using evidence/communicating ideas
- Interpretations of history

KS1

- Chronological knowledge/understanding
- Historical terms
- Historical enquiry/Using evidence/communicating ideas
- Interpretations of history

KS2

- Chronological knowledge/understanding
- Historical terms
- Historical enquiry/Using evidence/communicating ideas
- Interpretations of history

*Substantive Concepts* are concepts concerned with the subject matter of history, such as rights, peace, invasion, trade, war, empire and monarchy. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way.

*Fingertip knowledge* is the knowledge of the key facts and dates which pupils need in their minds, or at their fingertips, whilst undertaking historical enquiries, without which they would be incapable of constructing answers. Without essential fingertip knowledge, working memory is overloaded when undertaking enquiries. Fingertip knowledge must be taught and pupils must retain it during their enquiry. However, gaining this type of knowledge is not the ultimate long term aim of the primary classroom, and it may not be needed beyond the current topic.

*Disciplinary knowledge* is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts that are systematically developed in our history curriculum:

- Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas
- Cause - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation
- Consequence - understanding the relationship between an event and other future events
- Change and continuity - analysing the pace, nature and extent of change.
- Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- Historical significance - understanding how and why historical events, trends and individuals are thought of as being important.
- Historical interpretations - understanding how and why different accounts of the past are constructed

# Curriculum Plans

## *How are knowledge and skills built across throughout school?*

- Skills are built on step by step and progress is made across the Key Stage in small steps so the challenging end points can be met. For example, as part of developing chronological understanding, each new topic in every year group begins by placing that period of study on the class timeline. All previous periods studied are already on the timeline so children can see where events/people/periods etc sit chronologically. The children will then study the timeline specific to the period being taught in more detail. This helps the children to build connections between different periods and to contrast periods of time.
- Children are provided with challenge and the progression of skills ensures that children are equipped with the skills needed to think critically, ask questions and conduct their own research. As they progress through EYFS and KS1 prior learning is revisited. By the end the children will have an excellent understanding of chronology and be able to make links between the topics taught.

# Curriculum Plans

## Progression from EYFS to KS1

End points: **By the end of EYFS**, children will: Know the meaning of new and old. They will begin to compare past and present events in their own lives, those of their families and other people they know. They will also be able to sequence events using language relating to time. **By the end of KS1**: Previous learning will be built upon further as children develop an awareness of the past and know where the people and events they study fit within a chronological framework. They will be able to make comparisons by identifying similarities and differences between life in different historical periods and recall some significant people from events beyond living memory.

## EYFS

- Our **Progression Grids start in EYFS**, using the EYFS Framework, Development Matters, our school 'Progression of Skills' and the ELGs as end points.
- Learning is cross curricular – this is a real strength.
- Throughout school a **quality text** lies at the centre of all planning. In EYFS UtW learning is also planned through a quality text and is brought to life through the 'Magic Story Box.'
- A collaborative approach to curriculum design means each subject lead know where their 'bit' fits in and what is coming next for the children. All History Progression Grids are in staff **Curriculum Files**.
- Ambitious, appropriate vocabulary is chosen and it is built upon each lesson.
- **Vocabulary cards** are co-created with the children. This develops vocabulary use, **retention and recall** of the **meanings** of the words.
- Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.
- UtW is covered using challenge cards, these are located in the classroom, the den and the quad. These support the children's learning, including prompts for the adults to question the children, key vocabulary to recall and to further enhance their learning. All under the objective of that specific area.
- In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## KS1

- Our **Progression Grids continue for History in KS1**. These are based upon the National Curriculum Programmes of Study (History).
- Learning is cross curricular – this is a real strength.
- Throughout school a **quality text** lies at the centre of all planning
- In KS1 the quality text is used to plan **DEAL** activities help develop vocabulary, critical thinking and understanding of historical events that have taken place.
- A collaborative approach to curriculum design means each subject lead know where their 'bit' fits in and what is coming next for the children. History Progression Grids are in staff **Curriculum Files**.
- Ambitious, appropriate vocabulary is chosen and it is built upon each lesson.
- **Vocabulary cards** are co-created with the children. This develops vocabulary use, **retention and recall** of the **meanings** of the words.
- **Quality texts** have been selected because of the vocabulary they contain or because the themes in them lend themselves to the generation and learning of new vocabulary.

Content is carefully sequenced starting from nursery until the end of KS1. Big ideas are revisited to ensure that learning is retained.

# Curriculum Plans

|        | Nursery   | Reception  | Year 1  | Year 2   |
|--------|---|--|---|--|
| Autumn | <p>Significant person: Garrett Morgan</p> <p>Significant person: Maggie Aderin-Pocock (Black History Month)</p> | <ul style="list-style-type: none"> <li>Significant person: Ellen Macarthur</li> <li>Significant person: Ernest Shackleton</li> </ul> | <p>The Land Before Time</p> <p>The Gunpowder Plot</p> | <p>London's Burning</p> <p>What The Dickens!</p> |
| Spring | <p>Significant person: King Charles III</p>   | <ul style="list-style-type: none"> <li>Significant person: Amelia Earhart</li> <li>Significant person: Sir Isaac Newton</li> </ul>   | <p>Marvellous Monarchs</p>                            | <p>Into The Wild</p>                             |
| Summer | <p>Significant person: Anna Townsend (Nursery Teacher)</p>  | <ul style="list-style-type: none"> <li>Significant person: Christopher Columbus</li> <li>Significant person: Mae Jemison</li> </ul>  | <p>There's No Place Like Home</p>                     | <p>It's A Bug's Life</p>                         |

# Curriculum Plans – how are our big ideas (concepts) planned?

| Big Ideas (concepts) that underpin all historical enquiry.             | EYFS  | KS1  | KS2 (what we are preparing our children for)   |
|--|---|--|--|
| <b>Continuity and Change</b> (in and between periods)                  | <ul style="list-style-type: none"> <li>• Look closely at similarities, differences, patterns and change</li> <li>• Develop understanding of growth, decay and changes over time</li> </ul>  | <ul style="list-style-type: none"> <li>• identify similarities / differences between ways of life at different times</li> </ul>  | <ul style="list-style-type: none"> <li>• Describe / make links between main events, situations and changes within and across different periods/societies</li> </ul>  |
| <b>Cause and Consequence</b>   | <ul style="list-style-type: none"> <li>• Question why things happen and give explanations</li> </ul>  | <ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify and give reasons for, results of, historical events, situations, changes</li> </ul>  |
| <b>Similarity and Difference</b> within a period/situation (diversity) | <ul style="list-style-type: none"> <li>• Know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul>   | <ul style="list-style-type: none"> <li>• Make simple observations about different types of people, events, beliefs within a society</li> </ul>   | <ul style="list-style-type: none"> <li>• Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</li> </ul>   |
| <b>Significance</b> of events/people                                   | <ul style="list-style-type: none"> <li>• Recognise and describe special times or events for family or friends</li> </ul>  | <ul style="list-style-type: none"> <li>• Talk about who was important eg in a simple historical account</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify historically significant people and events in situations</li> </ul>  |
| <b>Sources and Evidence</b>  | <ul style="list-style-type: none"> <li>• To comment on images of familiar situations in the past.</li> <li>• Use stories or accounts to distinguish between fact and fiction.</li> <li>• To look at more than two versions of the same event or story in history and identify differences.</li> </ul> | <ul style="list-style-type: none"> <li>• To start to compare two versions of a past event. To explain that there are different types of sources that can be used to help represent the past.</li> <li>• To look at simple artefacts and pictures to ask questions about the past.</li> </ul> | <ul style="list-style-type: none"> <li>• To look at a source (such as photographs from the Victorian Period) to find answers to questions about the past.</li> <li>• To choose and select evidence (from a selection provided) and say how it can be used to find out about the past</li> <li>• To look at more than two versions of the same event or story in history and identify differences.</li> </ul> |




# Curriculum Plans – how do we plan for disciplinary knowledge?

| Historical enquiry.  | EYFS   | KS1  | KS2   |
|--|--|--|---|
| <p><b>Chronological knowledge/understanding</b></p> <p>(to include characteristic features of periods)</p> | <ul style="list-style-type: none"> <li>• Use everyday language related to time</li> <li>• Order and sequence familiar events</li> <li>• Describe main story settings, events and principle characters.</li> <li>• Talk about past and present events in their own lives and in lives of family members.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Develop an awareness of the past.</li> <li>• Use common words and phrases relating to the passing of time.</li> <li>• Know where all people/events studied fit into a chronological framework.</li> <li>• Identify similarities/differences between periods.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history. Establish clear narratives within and across periods studied Note connections, contrasts and trends over time</li> </ul>  |
| <p><b>Historical terms</b></p> <p>E.g. monarchy, peasant</p>   | <ul style="list-style-type: none"> <li>• Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use a wide vocabulary of everyday historical terms.</li> </ul>  | <ul style="list-style-type: none"> <li>• Develop the appropriate use of historical terms</li> </ul>   |
| <p><b>Historical enquiry/ Using evidence/communicating ideas</b></p>                                       | <ul style="list-style-type: none"> <li>• Be curious about people and show interest in stories .</li> <li>• Answer how and why questions.. In response to stories or events.</li> <li>• Explain own knowledge and understanding, and asks appropriate questions.</li> <li>• Know that information can be retrieved from books and computers.</li> </ul> | <ul style="list-style-type: none"> <li>• Ask and answer questions</li> <li>• Understand some ways we find out about the past</li> <li>• Choose and use parts of stories and other sources to show understanding (of concepts)</li> </ul>   | <ul style="list-style-type: none"> <li>• Regularly address and sometimes devise historically valid questions. Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by. Selecting and organising relevant historical information</li> </ul> |
| <p><b>Interpretations of history</b></p>   |  | <ul style="list-style-type: none"> <li>• Identify different ways in which the past is represented.</li> </ul>  | <ul style="list-style-type: none"> <li>• Understand that different versions of the past may exist, giving some reasons for this</li> </ul>  |


Knowledge organisers are used as a way for children to check their 'fingertip' knowledge. These address misconceptions the children may have.

## The Victorians (1837-1901) - How did the Victorians shape the future?


### Significant People



**Queen Victoria** was born 24th May 1819 and died 22nd January 1901. She reigned for 63 years.




**Florence Nightingale** was born on the 12th May 1820, in Florence, Italy. She went to the Crimean War to nurse soldiers.





**Charles Dickens** was born 7th February 1812 and died 9th June 1870. He was a famous English author.

### Victorian Inventors





**Alexander Graham Bell**  
Invented the **telephone** in 1876.






**James Starley**  
Invented the **penny farthing** in 1871.












**John Calcott Horsely**  
Designed the first **Christmas card** in 1843.



### Key Vocabulary

|   |                    |  |
|---|--------------------|--|
|  | <b>Source</b>      | Somewhere, something or someone you can get information from.  |
|  | <b>Monarch</b>     | A King or Queen.   |
|  | <b>Inventor</b>    | Someone who thinks of, comes up with or creates something new. |
|  | <b>Century</b>     | 100 years.   |
|  | <b>Artefact</b>    | An object made by human beings, especially from the past.      |
|  | <b>Significant</b> | Being or causing something that is important.                  |
|  | <b>Chronology</b>  | The order of events in time.                                   |

### Key Knowledge

- The Victorians were people who lived under the reign of Queen Victoria.
- The poor were very poor and worked in factories and workhouses and children had dangerous jobs.
- Not many people could read or write so Queen Victoria made all children go to school.
- Lots of things we use today were invented in the Victorian era.

### Our Victorian Timeline

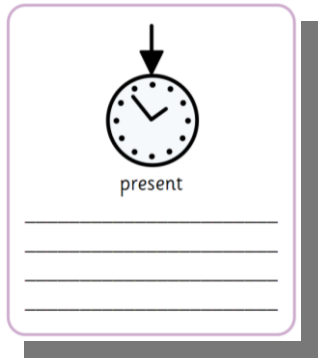
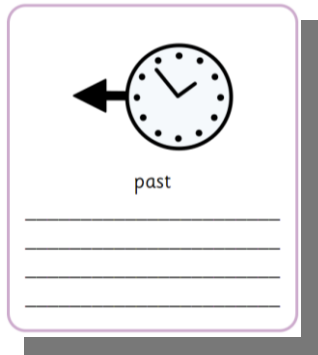
|                                |   |  |                               |                     |   |                               |                             |                      |  |                      |
|--------------------------------|---|--|-------------------------------|---------------------|---|-------------------------------|-----------------------------|----------------------|--|----------------------|
| 1837                           | Queen Victoria and Prince Albert married. | 1842   | First Christmas Card created. | 1861                | Children not allowed to be chimney sweeps | 1868                          | Penny Farthing was invented | 1876                 | School is compulsory for all children. | 1901                 |
| Queen Victoria became Monarch. | 1840                                      | Children aren't allowed to work in coal mines. | 1843                          | Prince Albert died. | 1864                                      | Charles Rennie Macintosh born | 1871                        | First phone invented | 1880                                   | Queen Victoria died. |

### Misconceptions

The Victorians didn't care about their children!

Children were protected during the Victorian times. In 1842 children were banned from working in the mines and in 1880 they had to go to school.

# Vocabulary Plans



Examples of  
Vocab Cards

Introduction  
and  
development

- Appropriate for session and Key Stage
- Links to objectives for session
- Introduced as 'vocab cards' and definitions are co-constructed with the children

Embedding of  
Vocabulary

- Vocabulary is revisited in future sessions
- Links are made across sessions and year groups

Application of  
Vocabulary

- Vocabulary is not discreet to history lessons and is used all the time E.g. when recapping previous learning from the past.

The use of subject  
specific vocabulary is  
an expectation of all  
children

# Inclusion, challenge and adaptation

## SEND/ Inclusion Offer History Provision Map



Print materials adapted as necessary – font type, print size, background colour etc. Adult scribe. Opportunities to record in different ways. Link to SEN support plan targets.

*Individualised*

The Inclusion offer for History is written in parallel with our Whole School Provision Maps, which detail the Quality First Teaching Strategies included in our Universal Offer.

Visual /concrete materials or activities to reinforce/consolidate learning through a range of sensory channels. Brain breaks. Planned activities that encourage movement. Pictures and symbols to illustrate abstract, new or historical concepts to enhance pupil access.

*Targeted*

Concept based curriculum. Quality first teaching strategies. Innovative lessons place children in the role of detective to discover the when, where and why creating deeper understanding of the subject. Opportunities provided for repetition to reinforce previously learnt skills and processes on a regular basis in similar and different contexts. Language is clear, unambiguous and accessible. DEAL.

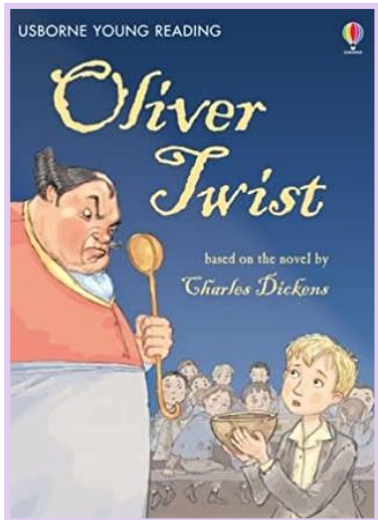
*Universal*

# Remembering and Knowing

Our curriculum is cross curricular and so enables the children the creative opportunity to develop their knowledge, skills and understanding whilst motivating them to know and remember through engaging, interconnected, relevant topics.

The topics have been designed collaboratively by all subject leads.

Key Text



An example Year  
2 Topic

What The  
Dickens!

This history topic allows children to learn about the Victorian period as well as healthy relationships in a safe, fun way.

History focused question

Was a Victorian childhood more challenging than childhood today?

PSHE Focused Question

What is a healthy relationship?

Selected for the PSHE specific concepts as well as the cross- curricular. Links such as geography, history and literacy. Children have previously met the PSHE concepts as well as the concepts in the other disciplines.

# Remembering and Knowing

## What The Dickens!

Our curriculum is cross curricular and so enables the children the creative opportunity to develop their knowledge, skills and understanding whilst motivating them to know and remember through engaging, interconnected, relevant topics.

The topics have been designed collaboratively by all subject leads.

### PSHE Learning

#### Concepts explored

Power

- Hurtful teasing and bullying is wrong, what to do about bullying
- How words and actions can affect how people feel

Diversity & Equality

- How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
- Unsafe secrets; inappropriate touch and what to do if it happens

Rights

- How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe.

Risk

- How to respond if this happens in different situations

Relationships

- Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable

#### Taught Knowledge

### History Learning

#### Concepts explored

Significant People

- To understand that Queen Victoria was monarch during the Victorian period and to know why she is still significant in the present day

Monarchy

- To understand the work of Alexander Graham Bell, James Starley and John Calcott Horsley and to understand how their inventions changed the lives of the Victorians

Invention

- Through the work of Charles Dicken's to have an understanding of what life was like for the Victorians.

#### Taught Knowledge

- The poor were very poor and worked in factories and workhouses and children had dangerous jobs

- Not many people could read or write so Queen Victoria made all children go to school.

# Remembering and Knowing

## We use a 'Drama Engaged Active Learning' Approach

Children learn through an engaging, theme appropriate texts that are chosen because of the concepts that they explore. This helps to cover content sensitively and makes learning more memorable.

| Year Two            | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1 | Summer 2   |
|---------------------|--|--|---|--|----------|--|
| <b>Big Question</b> | What makes a house a home?   | A Victorian childhood: more challenging than yours?  | Should we forgive others?   | In the future, will wild animals only exist in picture books?  |          | Do good things come in small packages?   |
| <b>Topic</b>        | There's No Place Like Home   | What The Dickens?  | Where The Dragons Dance   | Into the Wild  |          | It's A Bugs Life   |
| <b>Theme</b>        | Belonging/ special places  | Differences and changes over time  | Culture/ loss and forgiveness   | Being respectful   |          | The Circle of life   |
| <b>Book</b>         | On the Way Home<br> | Chimney Charlie<br>Oliver Twist<br><br> | The Willow Pattern<br> | The Tiger Who Came To Tea<br>There's an Rang-tan in my Bedroom<br><br> |          | The King of Tiny Things<br> |

### Year 1 Texts

- Katie And The Dinosaurs
- Vlad And The Great Fire of London

### Year 2 Texts

- Oliver Twist
- The House That Once Was
- Chimney Charlie

The narrative immersion approach has been developed under the *DEAL* strategy (*Drama Engagement Active Learning*). The approach is centred on stories, and as such, feeds a natural curiosity within children and broadens their communication and language skills. This approach enables children to become immersed into their learning and gain experiences that they would not usually have the opportunity to experience, for example travelling to the Victorian times. Using their imagination and travelling to "Magic Story World" allows children to explore issues in a safe, imaginary world

# Assessment

## Measuring progress, knowledge, skills and challenge

### How do we measure progress?

- Pupil Voice
- Footprint Reviews
- Evaluation Days
- Wellbeing Assessments
- Progress Assessment Grid
- National Curriculum Attainment Grid

Children that are excelling in their learning are noted and relevant challenges are set for them.

Carefully chosen 'end points' are mapped out across EYFS and KS1. Teachers are clear on 'why now', 'what came before' and 'what is coming next.'

History is assessed in a variety of ways to check children's knowledge and understanding for example:

- Through learning is recorded in a variety of ways for example role play, writing, drama.
- Timely feedback during the lesson, at the start of the next lesson
- Learning objectives and success criteria reviewed
- Can you still retrieval strategies
- Formative assessment is used continually throughout the lessons and teachers use their marking to feed into their next lesson.

Children that aren't meeting ARE are tracked on an assessment grid. This allows teachers to be able to check which children need more support and the exact area of the curriculum that they are struggling with. This is passed on to the next teacher so that they can also check for gaps in knowledge.

| KS1 Key Concepts: Disciplinary Knowledge | Chronological knowledge/understanding<br>(to include characteristic features of periods)  | Historical terms<br>E.g. monarchy, peasant | Historical enquiry/<br>Using evidence/communicating ideas  | Interpretations of history                                |
|--|---|--|--|---|
| Name                                     | Develop an awareness of the past.<br>Use common words and phrases relating to the passing of time.<br>Know where all people/events studied fit into a chronological framework.<br>Identify similarities/differences between periods.<br>Use a wide vocabulary of everyday/historical terms. |  | Ask and answer questions.<br>Understand some ways we find out about the past.<br>Choose and use parts of stories and other sources to show understanding (of concepts) | Identify different ways in which the past is represented. |
|  |   |  |  |   |
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Children working below ARE

Children exceeding ARE



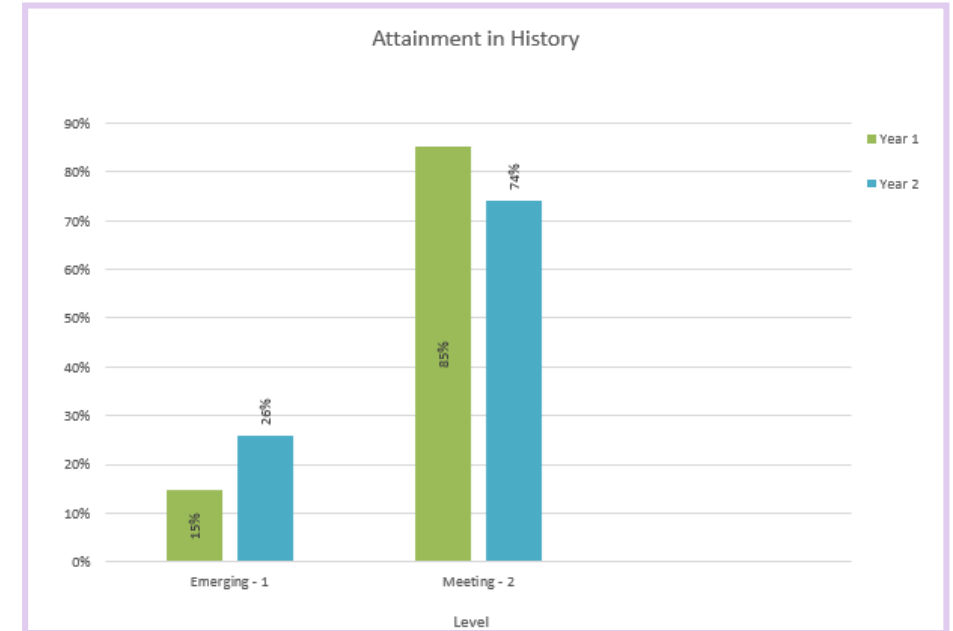
# Assessment

## Measuring children's progress, key findings

### Data for 2022-23

Our children with SEND are tracked on a separate tracker so that subject leads can identify children not making enough progress. Timely intervention can then be put into place.

| Name and class | Main area of need                    | Reading      | Writing      | S&L          | Maths / Number | Maths/ Shape | Science      | Computing    | PSHE         | History      | Geog         | RE           | Art          | DT           | Music        | PE           |
|----------------|--------------------------------------|--------------|--------------|--------------|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
|                | EHCP ASD                             | On track     | Not on track | Not on track | Not on track   | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track |
|                | EHCP ASD                             | Not on track | Not on track | Not on track | Not on track   | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track |
|                | EHCP ASD                             | Not on track | Not on track | Not on track | Not on track   | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track | Not on track |
|                | Communication & Interaction (speech) | on track     | on track     | Not on track | on track       | on track     | on track     | on track     | on track     | on track     | on track     | on track     | on track     | on track     | on track     | on track     |
|                | SEMH                                 | on track     | on track     | on track     | on track       | on track     | on track     | on track     | not on track | on track     | on track     | on track     | on track     | on track     | on track     | on track     |
|                | Communication & Interaction          | Not on track | not on track | Not on track | not on track   | not on track | not on track | not on track | not on track | not on track | not on track | not on track | not on track | not on track | not on track | not on track |



# Key Findings & Actions

## Finding 1

Year 1's out performed Year 2's

## Action taken

History visit booked for Year 2's

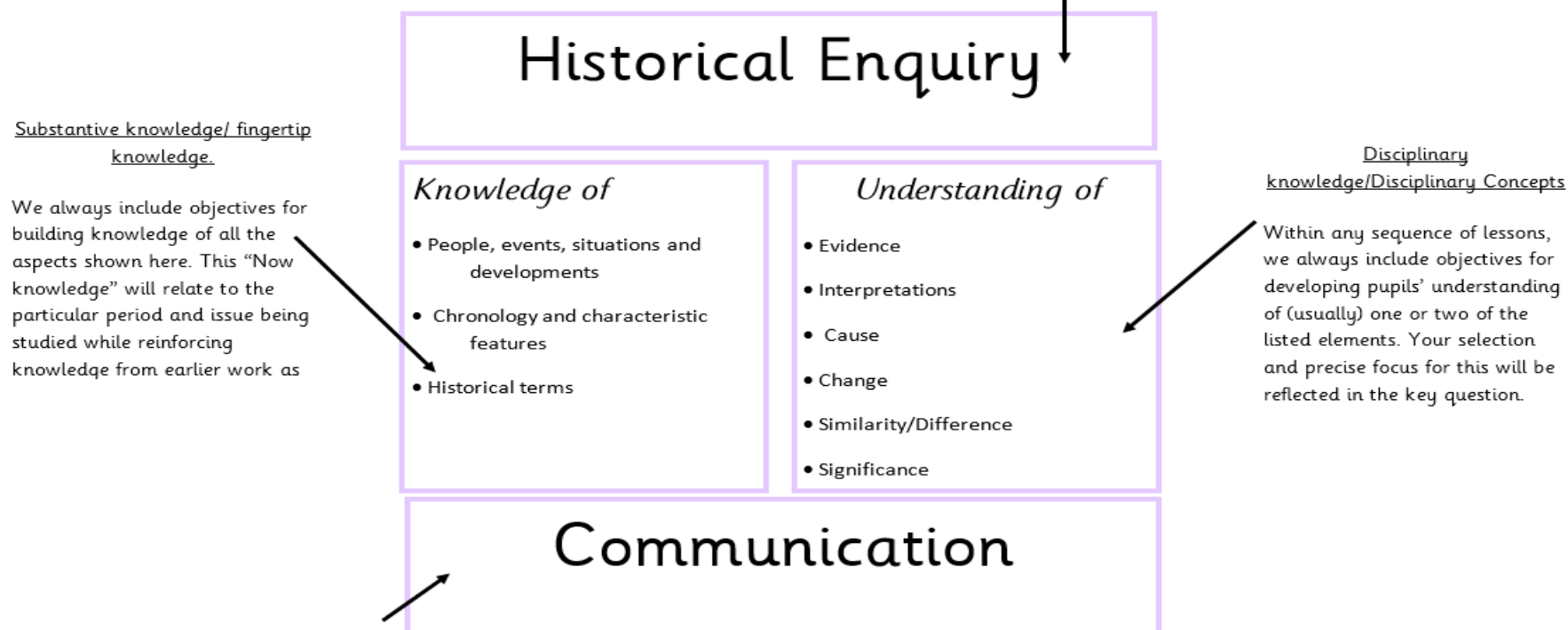
## Key Findings & Actions

Finding 2

Action taken

# Pedagogy – How are lessons structured?

Always engage pupils in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons. Sometimes your objectives will relate to pupils devising their own enquiry questions and ways of tackling them.



Always require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence. Sometimes your objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively.

# Subject evaluation - *How do I find out about what's going well and what needs to improve?*

- Teacher voice
- Pupil voice
- Footprint reviews
- Teacher evaluation of planning
- Book looks
- History subject lead network meetings

# Strengths:

- **Schemes of work:** Clear coverage across each unit.
- **Progression for assessment:** Vocabulary and objectives clear for staff to form judgements.
- **Bespoke and engaging lessons** driven by a quality scheme of work and high-quality teaching and learning.
- **Regular subject monitoring** to ensure open dialogue between subject leaders and class teachers.
- **Policy:** Clear and outlined for staff – working walls, units, presentation of work.