



Intent



History

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## Why is history important?

At Ivegill C of E Primary School, all of our teaching and learning builds on our core values; Endurance, Trust and Community. We recognise the importance of History in how it has shaped Britain today. We aim to give children an understanding of Britain's past and the wider world by promoting curiosity to know more about the past. We encourage children to ask questions, weigh up evidence and develop perspective and judgement which can be used throughout life. We look to give children the opportunity to understand the complex needs of diverse societies through time.



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## Aims of the History Curriculum

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales



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Our History curriculum is knowledge and vocabulary rich, ensuring children gain a deep understanding of fundamental historical knowledge and concepts as well as embedding key historical specific vocabulary and terminology (Tier 3 vocabulary).



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## Historical content

At Ivegill C of E Primary School children will gradually build on their historical enquiry throughout the Key Stages based on National Curriculum expectations.

### Key Stage 1:

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented



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## Historical content

### Key Stage 1:

The sequence in KS1 focuses on young children developing a sense of time, place and change. It begins with children studying **Changes within living memory** to develop an understanding of difference over time within concrete experiences of their lives. This chronological knowledge is foundational to the understanding of change over time.

Pupils study the **Lives of significant individuals**, focusing on David Attenborough, Neil Armstrong and Mary Anning. Chronology and place in time steers the understanding of the context in which these significant individuals lived. Terms such as legacy are introduced and used within the context of each study.

In KS1, pupils study local history through significant events, people and places. The locality is further understood by knowing about the places, the buildings, the events, the people that tell a story of the past.

**Events beyond their living memory.** Here, pupils draw upon early concepts of chronology and connect it to more abstract, but known, events in the past focusing on the Great Fire of London and the first aeroplane flight/



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## Historical content

### **Key Stage 2:**

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.



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## Key Stage 2:

In KS2, pupils study the cultural and technological advances made by our ancestors as well as understanding how historians think Britain changed throughout the Stone, Bronze and Iron Ages.

Archaeological history guides us to know how early humans were creative, innovative and expert at surviving in changeable environments. Having an in-depth understanding of Iron Age Britain offers solid foundations for the study of how Rome influenced Britain.

This foundational knowledge is built upon and used to support long-term retrieval to contrast culture and technology. Pupils are able to draw upon prior understanding to support and position new knowledge, therefore constructing much more stable long-term memories. Substantive concepts, such as invasion, law, civilisation and society are developed through explicit vocabulary instruction.

Studies of how Britain was settled by Anglo-Saxons and Scots gives a focus on cultural change and the influence of Christianity. Pupils study how powerful kings and their beliefs shaped the Heptarchy of Anglo-Saxon Britain.

We also focus on the Struggle for throne of England through a study of the Vikings, their origins, conquests and agreements with English Anglo-Saxon kings to settle and dwell in the region known as Danelaw.

Developed knowledge of Anglo-Saxons is revisited and used to connect with a study of the Maya civilisation. The study compares advancement of the Maya culture and innovation to that of the Anglo-Saxons around c.AD 900. Here, location, settlement, people, culture and invention are compared and contrasted. **Pupils also study Significant monarchs after 1066.**

**Five kings and queens are a focus of a depth study and comparison, drawing on their beliefs, actions and understanding their legacy. This chronological study revisits known periods of time and introduces new content and monarchs.**

Ancient history, such as the Achievements of the earliest civilisations - Ancient Egyptians and the study of Ancient Greek life and achievements are also studied learning about the influence on the western world.

The understanding of culture, people and places are central to these studies. History connects these studies with prior knowledge of what was happening in Britain at the same time. The effect of this is to deepen and connect a broader understanding of culture, people, places and events through comparison.



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## Spaced Retrieval Practice Approach

Our history curriculum is delivered through a series of modules which are deliberately spaced throughout the academic year with opportunities to introduce and revisit key concepts building on previous learning throughout each key stage. This approach enables staff to deepen pupil understanding and embed learning.

Our curriculum maps clearly show how we deliver the National Curriculum expectations for history within and across year groups. All history modules are identified on mixed age class specific overviews using green boxes. KS1 work on a two year rolling cycle. In KS2, history is taught on a 4 year rolling cycle covering all the objectives of the key stage.



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## Early Years

History in the EYFS falls under 'Understanding the World' and links to these Early Learning Goals:

- Past and Present
  - Talk about the lives of people around them and their roles in society
  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
  - Understand the past through settings, characters and events encountered in books read in class and storytelling

- People, Culture and Communities:
  - Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.
  - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

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## History in EYFS





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## Content and Sequence: Year 1 and 2

	Autumn	Spring	Summer
A 2022/23	Significant historical events, people and places in their own locality (Beatrix Potter/ The Victorians & The Lake District)	Events beyond living memory (First aeroplane flight)	Study the lives of significant individuals (Neil Armstrong)
B 2023/24	Events beyond living memory (Great Fire of London)	Changes within living memory	Study the lives of significant individuals (Mary Anning & David Attenborough)

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2.82

What is David Attenborough?

Significant person  
during his lifetime

He made big changes  
to the natural world

He wrote books about animals and amazing places

He was a film maker he made nature films as well

He taught others about the nature world

He discovered fossils

He root brocks

Sir

David is over 93 years old and still alive.

Attenborough achievements

1.151

Independent work.

I can explain what David Attenborough has achieved

It's 2016 he celebrated his 90th birthday.

He is kind hearted and a amazing creature and has written and produced many documentaries about the natural world.

David Attenborough has received a knighthood from the Queen.

He has produced how humans are putting wild creatures in danger.

Wild creatures and their welfare like plants and animals in danger

World war one and two and during the cold war

How humans are polluting and destroying habitats

1.152

Attenborough achievements

1.151

21.02.22

I can explain what Mary Anning discovered.

She discovered Ichthyosaurus

She used a hammer and chisel to open fossil

What did Mary Anning discover?

Significant person during her lifetime

She made big changes during her lifetime

1810

Storms battered the cliffs and exposed new fossils

Mary and her brother Joseph discovered a new fossil

Ichthyosaurus = fish lizard

It took months to dig out the 5m outline

Her father died after her father died

no money

Storms battered the cliffs and exposed new fossils

Mary and her brother Joseph discovered a new fossil

Ichthyosaurus = fish lizard

She sold them to scientists

She sold the fossils for one penny



# Intent



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## Content and Sequence: Year 3 and 4

	Autumn	Spring	Summer
A 2022/23	Study five Monarchs from 1066	Study five Monarchs from 1066 (Continued)	
B 2023/24	How did Britain change during the Stone Age to the Iron Age? (Stone/Bronze/Iron Age)		How have our lives been shaped by the Ancient Egypt?
C 2024/25	Britain's settlement by Anglo-Saxons and Scots; Viking & Anglo-Saxon struggle for the kingdom of England		Mayan civilization contrasted with Anglo-Saxons and Vikings
D 2025/26		Roman Empire & its impact on Britain (Local study) Sound (Physics)	How was Carlisle shaped during the Victorian period.



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# Content and Sequence: Year 5 and 6

	Autumn	Spring	Summer
A 2022/23	Battle of Britain (cusp)		The Windrush Generation - CUSP
B 2023/24	Study changes in Britain from the Stone Age to the Iron Age (Stone/Bronze/Iron Age) (CUSP)		The study of Ancient Greece (CUSP)
C 2024/25	Study Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Anglo-Saxons/Vikings contrast with Mayan Empire) (CUSP)		Study a non European society that provides contrasts with British history – Maya c. AD 900– contrasting study CUSP
D 2025/26	Study of Ancient Egypt.(CUSP)	Why should we fight for human rights? (British values, parliamentary decision making, crime & punishment)	Local study – coastal area - CUSP



## Implementation



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### Modular Approach – Knowledge

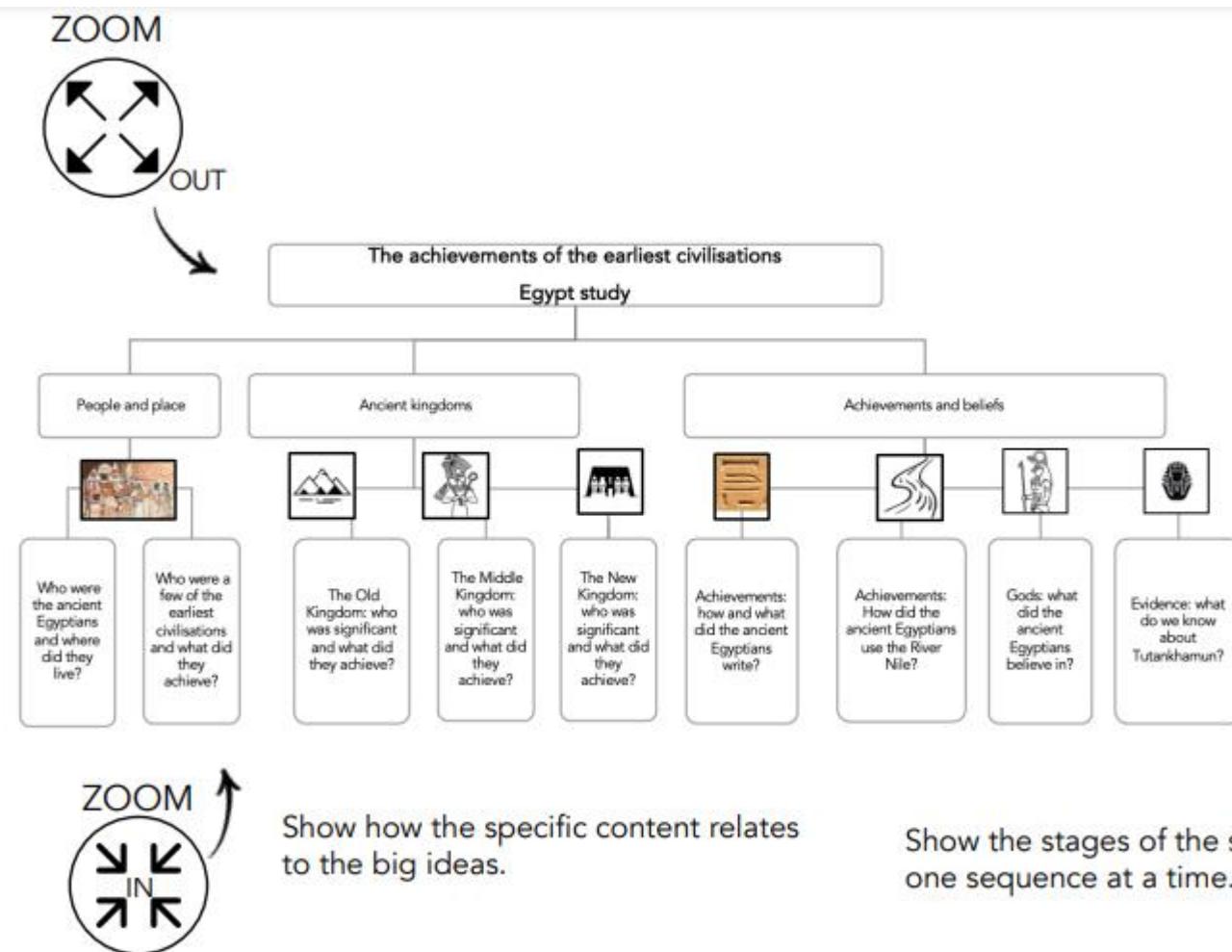
At Ivecill C of E Primary School, history is taught across each mixed age class in modules that enable pupils to study in depth key historical periods, skills and vocabulary. Pupils become ‘more expert’ with each study and grow an ever broadening and coherent mental timeline. This guards against superficial, disconnected and fragmented understanding of the past.

# Implementation



# The Big Ideas

At Ivezgill C of E Primary School we put an emphasis on sharing the big ideas with the children at the beginning of every module. We feel this gives the children a clear vision of their learning and a sense of ownership of their learning.



# Implementation



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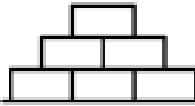


National Curriculum objectives and how these links to prior learning are evident at the beginning of every module.

## Previous learning – curriculum narrative

### Year 3

Changes between Stone Age,  
Bronze Age and Iron Age



### Year 3

Rome and its impact on Britain

A KS2 module showing  
how the learning builds  
upon other historical  
areas.

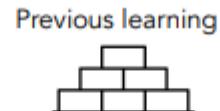
A KS2 module building  
on prior learning of  
events and individuals  
including humans  
from Years 1 and 2.

Year 1  
Within living memory  
Significant individuals

Year 2  
Beyond living memory  
Significant events, local  
and national

Year 2  
Significant events, local  
and national

Year 3  
Stone Age – Iron Age



# Implementation



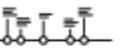
Historical skills taken from Year 5 and 6 Egypt module.

## Development of Historical concept skills

As well as ensuring pupils are taught key knowledge, each module is designed to offer pupils the opportunity to undertake the study of time, evidence and enquiry, make connections and use key vocabulary. At Ivezgill C of E Primary School, the working subject concepts are clearly displayed on each of our history modules for both Key Stage 1 and Key Stage 2. It is clear which of the objectives are being taught throughout a specific module which ensures full coverage and allows for skills to be built upon.

### Subject concepts (skills)

#### The study of time – chronology



- place the period accurately on a timeline
- describe what the time period was like
- relate to previous or other known periods of time
- know about the difference between BC (BCE) and AD (CE)

#### Evidence and enquiry



- know that evidence tells the story of an artefact or place
- use evidence to explain the past and place within the studied culture
- think critically with evidence
- look at cause and effect
- ask questions and use what you know to answer them

#### Connections



- know what was happening in Britain, Europe or world locations at the same time
- Compare and contrast the technological and cultural advances of people or a civilisation

#### Vocabulary



- use tier 2 vocabulary to enrich historical language
- use tier 3 vocabulary to deepen explanation and understanding
- focus on contextual etymology, prefixes and idioms

# Implementation



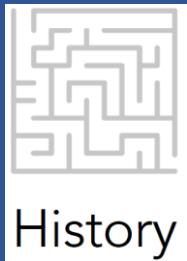
History



## Cumulative Quizzing Model (Supporting Cognitive Load)

Pupils are given opportunities to retrieve their knowledge at regular intervals throughout the unit through a 'teach – test – teach – test' model. The aim of this model is to reinforce and revisit previously taught knowledge and vocabulary. Children are tested using written quizzes.

# Implementation



## Cumulative Quizzing Model (Supporting Cognitive Load)

History: Anglo Saxons			Year: 3 and 4		Autumn Term	
Question 1: The Anglo-Saxon period of Britain started around...	Start of unit:	End of unit:	Question 4: Which two legendary leaders were invited to Britain to help stop attacks?	Start of unit:	End of unit:	Question 7: The Anglo-Saxons were Pagans which means...
410 AD			Hengist and Horse			They followed the teachings of Jesus Christ
410 BC			Bede and Glidus			They worshipped many gods
100 AD			Pict and Scot			They had no beliefs
Don't know			Don't know			Don't know
Question 2: The three largest tribes which travelled across the North Sea and settled in England were...	Start of unit:	End of unit:	Question 5: Who invited the two legendary leaders?	Start of unit:	End of unit:	Question 9: Sutton Hoo in Suffolk was used as...
Vikings, Scots and Romans			Vortigern			A battleground
Angles, Jutes and Saxons			Alfred the Great			A burial site for noble people
Saxons, Anglos and Scots			Bede			A market
Don't know			Don't know			Don't know
Question 3: Where did the Saxons come from?	Start of unit:	End of unit:	Question 6: How many kingdoms made up Britain in this period?	Start of unit:	End of unit:	Question 10: What was discovered at Sutton Hoo?
Northern and central Germany			4			Books
Southern Denmark			7			Maps
France			10			A large ship
Don't know			Don't know			Don't know
Question 7: Who was Bede?	Start of unit:	End of unit:				
A famous English warrior						
An English monk						
An English King						
Don't know						

# Implementation



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## Minimum lesson expectations

All History lessons will incorporate the following elements:

- Explicit teaching of vocabulary
- Revisiting of prior learning
- Use of historical vocabulary in learning
- Reading
- Working historically
- Evidence of learning in pupil's books

# Implementation



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## Vocabulary

### EYFS

At Ivecill, we want our children to have an expansive vocabulary and through teacher modelling and planning, children are given opportunity to use and apply appropriate vocabulary. Scientific language is taught and built upon with vocabulary being a focus. This is also encouraged through planning trips and having visitors in school.



## Implementation



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### Vocabulary

Specific and associated historical vocabulary is planned sequentially and cumulatively from Y1 to Y6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3). Each learning module in history has specific vocabulary to run through the module and is used to planned into sessions through tasks and resources by the teacher.

# Implementation



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# Vocabulary modules in Years 1 - 6

Vocabulary instruction is at the heart of the curriculum and subject specific words are incorporated in each module.

Vocabulary overview for a KS2 Maya Civilisation module, including Tier 2 and 3 language.

## Vocabulary for explicit instruction

T2	Multiple meaning or high frequency words
KNOW	LINK  ANALYSE
ancient 	Use and apply in a sentence
community 	



Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
population	the number of people in a particular place	deforestation	the clearing of large areas of trees
famine	an extreme shortage of food	codex	an ancient manuscript in book form
descendant	an ancestor or relative from the past	sacrifice	something or someone offered or surrendered
declining	becoming less or weaker	astronomy	the scientific study of stars, planets, other celestial objects and the universe
citizen	a legally recognised person of a country, state or city	warrior	an experienced soldier
native	a local inhabitant	Polytheistic	related to the worship of many gods

# Implementation



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# Explicit teaching of vocabulary

Vocabulary Essentials: Pupil Organiser  
KS2

Study: Y3 Forces and magnets

What I already know that will help me

Words	Word components and phonic knowledge
materials, properties, physical, metal	re -ward -wise -tion

T2

KNOW LINK ANALYSE Use and apply in a sentence

consequence	
contact	

Use of dual coding

Children use and apply taught vocabulary. This is often done at the start of the lesson.

Vocabulary Essentials: Pupil organiser  
KS2

Study: Y3 Forces and magnets

What I already know that will help me

Words	Word components and phonic knowledge
materials, properties, physical, metal	re -ward -wise -tion

T3

KNOW LINK ANALYSE Use and apply in a sentence

magnet	
resistance	



## Implementation



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# Use of vocabulary within a Year 5/6 lesson

# Implementation



## Knowledge organisers and Knowledge Notes

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge notes are the elaboration and detail which help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood. Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall. Knowledge Organisers and Knowledge Notes are referenced throughout each module.

# Implementation



# Knowledge organisers and Knowledge Notes

**HISTORY**

**INTRODUCE**  
Study events beyond living memory  
Great Fire of London

Year \_\_\_\_\_ Term \_\_\_\_\_

**Sunday 2<sup>nd</sup> September 1666**

- 1 AM**: FIRE started in the early morning
- 4 AM**: fire spreads to the banks of the River Thames
- 10 PM**: fire rages; people flee the city with their possessions
- Pudding Lane**: shop of the King's baker Thomas Farriner
- oven fire not put out**: when Thomas went to bed
- sparks fell on to dry flour sacks**
- fire spread quickly**
- Samuel Pepys**: sends his possessions out of London
- Mayor of London**: refused to help stop the fire
- King Charles II**: ordered help to be given
- Duke of York**: put in charge
- Samuel Pepys**: wrote about the fire in his diary

**Monday 3<sup>rd</sup>**

houses were blown up to create firebreaks

fire hooks used to pull down burning buildings

100 houses burnt every hour

strong wind from east spread the fire

Mayor of London fled

**Tuesday 4<sup>th</sup>**

London destroyed

King Charles II joined lines of people passing buckets to put out the fire

roof of St Paul's Cathedral caught fire

**Wednesday 5<sup>th</sup>**

St Paul's Cathedral destroyed

wind changed direction and blew from the west towards the Tower of London

camps set up in Moorfields to shelter people affected by the fire

4 pm wind dropped

**Thursday 6<sup>th</sup>**

fire finally extinguished

87 churches burnt

13,200 houses destroyed

5 people 'officially' died as a result of the fire

100,000 people lost their homes

## KS1 Knowledge Organiser

## Accompanying KS1 Knowledge Note



# Implementation



# Planning using CUSP materials

Lesson planning is completed with the use our suggested lesson sequence, in conjunction with prior quizzing and content from the Knowledge Organisers.



## HISTORY

### INTRODUCE

Changes in Britain from the Stone Age to the Iron Age

Year 3  
Autumn Term

Suggested sequence	Learning question	Cumulative questions from quiz				
ESSENTIAL 1	Introduce the three periods of time in the Stone Age.	1 - 4				
ESSENTIAL 2	What were Palaeolithic times like? How do we know?		5-8			
ESSENTIAL 3	What were Mesolithic times like? How do we know?			9 - 16		
ESSENTIAL 4	What were Neolithic times like? How do we know?				17-20	
ESSENTIAL 5	When was the Bronze Age? What was the Bronze Age like? How do we know?					1 - 12
ESSENTIAL 6	How was the Bronze Age different to the Stone Age?					
ESSENTIAL 7	When was the Iron Age? What was the Iron Age like?					1 - 9



## HISTORY

### INTRODUCE

Changes in Britain from the Stone Age to the Iron Age

Year \_\_\_\_\_ Term \_\_\_\_\_



These periods of time are known as prehistory



Only objects, burials and monuments tell us about life at that time



### Palaeolithic Britain

#### ANCIENT STONE AGE

Neanderthals and modern humans used ancient tools to survive the Ice Age.

### Mesolithic Britain

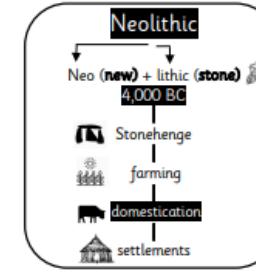
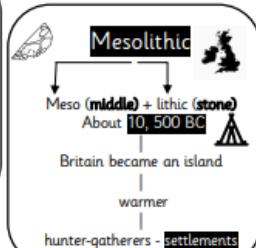
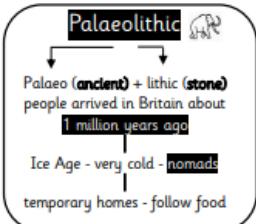
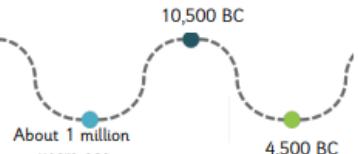
#### MIDDLE STONE AGE

Hunting and gathering became more sophisticated and communities are thought to have started to become established.

### Neolithic Britain

#### NEW STONE AGE

New Stone Age: from the start of farming and domestication of animals, to the first use of metal.



2. What were Palaeolithic times like? How do we know?

### Palaeolithic

ancient or old  
stone

harsh conditions  
world was emerging from an ice age

palaeolithic times

simple stone, bone and antler tools  
nomad  
Ancient Greek for roaming, wandering or roving

nomadic lifestyle

small bands of about 25 people would hunt and gather food

people hunted  
woolly mammoths  
woolly rhinoceroses  
deer and hare

Archaeologists think people lived in Britain and on Doggerland (land bridge that connected Britain to Europe)



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# History planning

Example of Year 1 planning for 'The lives of significant individuals' module

Year 1: Study Significant Individual Mary Anning and David Attenborough	
<b>Q1 Who was Mary Anning? What did she do?</b>	
<b>Hypothesising</b>	
	This is a picture of London when Mary Anning was alive. If she lived here, do you think she would still have become a palaeontologist (a person who studies fossils)? Explain the reasons for your answer.
<b>Deducing</b>	
The cliffs around Lyme Regis were unstable which meant searching for fossils was dangerous. Despite this, Mary's father took her and her brother on fossil hunting expeditions. Using what you have learnt about the time in which Mary Anning was growing up, which is the more likely reason that he did this? Explain your reasoning. 1. To earn extra money for his family in difficult times 2. To have an adventurous day out	
<b>Observing</b>	
	Look very carefully at this painting of Mary Anning. Think about where it is set and what things have been included in the painting.  Can you find any evidence that indicates what she did?
<b>Deciding</b>	
Mary Anning survived a lightning strike when she was a baby. Her family and local community felt that this was the reason why Mary was so clever. Is this view an opinion or a fact?  What does this say about the people living in these times?	



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### Tailoring for SEND

At Ivegill we aim for all history lessons and learning questions to be accessible to all pupils. The use of dual coded Knowledge Notes and Organisers provide visuals to aid understanding and recall. In addition, knowledge notes are utilised in all lessons to minimise cognitive overload, so children can use and apply their knowledge more easily. Sentence stems can be used where necessary to aid with written evidence.

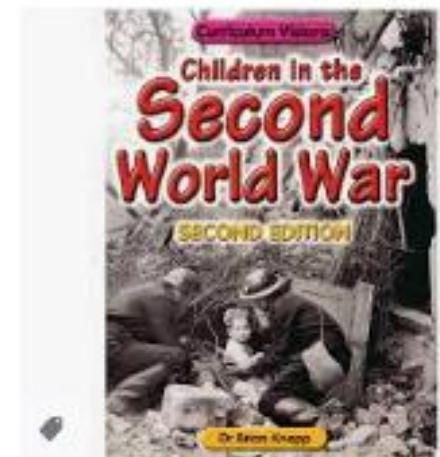
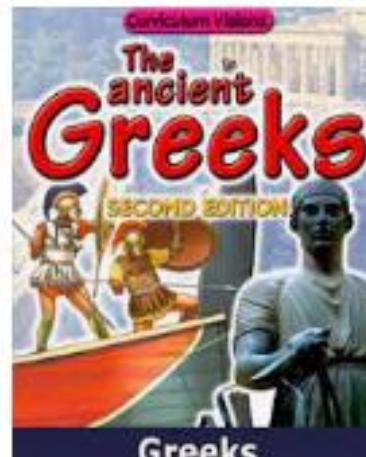
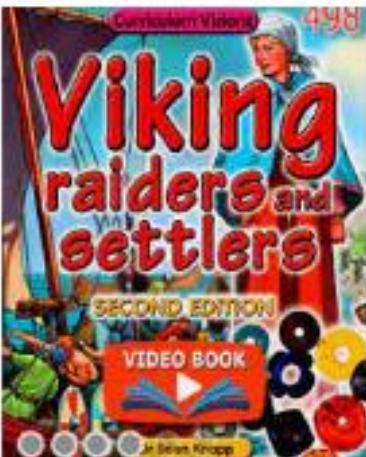
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## Reading

Our history curriculum is supported by a wealth of high quality texts which support pupil's learning and develop their skills in accessing information from a range of sources. We also access, 'Curriculum Visions,' to ensure that our subject content has materials that can be accessed by pupils both in school and at home. We also get 'topic' boxes from the local library to support the teaching of content.



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## Oracy

When discussing their findings or presenting information, pupils are encouraged to speak using full sentences and incorporating key scientific vocabulary. This is modelled by teachers e.g. using my turn, your turn.

## Writing

Pupils are expected to write across all areas of the curriculum with teachers modelling how to write purposefully in each subject.

# Implementation



## Continuous Professional Development

All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum through the use of Knowledge Notes. This has supported the development of the wider curriculum.

In addition to this, staff have accessed planning sessions with Alex Bedford (author of CUSP) to support them in effectively planning sequences of work using the materials provided within the modules.



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Impact



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# Impact



Impact



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# How do we measure the impact of history teaching?

# Impact



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## Cumulative quizzing

Pupil end of module results are compared to show how much pupils have gained and retained across the module.

End of module quizzing

History – Maya 3/4 - Summer 2021 .

<u>Quiz assessment.</u> <u>Maya 10</u> question	<u>Start of unit.</u>			<u>End of unit.</u>		
	<u>Quiz</u>	<u>Low 40% or less</u>	<u>Mid – 50- 70%</u>	<u>High 80- 100%</u>	<u>Low 40% or less</u> %	<u>Mid – 50- 70%</u>
<u>Number</u>						
<u>Pupil names</u>	Sophia 0 Riley 1 Milly 1 Eva 0 Jack 1 William 0 Rafe 0 Sienna M 4 Bailie 0 Ella 0 Emily 2 Maddison 0 Thea 1 Anna 0 Julian 3 Petal 2 Lily 0 Isla 2 Max 0 Esther 2 Sienna H 0 Oscar 0 Jamie 0 Chamilia 0				William 6 Maddie 7 Thea 7 Jamie 5 Lily 7	Oscar 8 Rafe 8 Sienna H 9 Bailie 8 Sophia 9 Petal 9 Anna 8 Isla 9 Riley 10 Milly 8 Chamilia 9 Emily 10 Esther 10 Julian 9 Ella 10 Eva 10



impact



History

## Pupil book study

**What we do and what it shows and how we use it for CPD**



# Impact



History

## Teacher assessment

History work is regularly assessed through the use of 'Whole Class Feedback Sheets', and pupils are given regular feedback on their successes and development areas within and across modules.

Knowledge sequence