



History

Rationale

God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

Contents

1. Curriculum Vision
2. National Curriculum
3. Intent
4. Implementation
5. Impact and assessment
6. Staff CPD

1. Curriculum Vision

At St Thomas, we believe that History stimulates children's interest and understanding of the lives of people who have lived in the past and how this will shape our future. History also helps children to understand the complexity of people's lives, the process of change, the diversity of society and relationships between different groups as well as their own identity and challenges of their time. We aim to build on children's knowledge so that children leave with a coherent knowledge and understanding of Britain's past and that of the wider world. We will teach children the skills required to be a good historian; how to research and gather information, as well as how to question information gathered for authenticity, perspective, and reliability. Children will have access to a wide range of resources to aid them in their discovery, and opportunities across the curriculum to present, test and evaluate their historical knowledge. Our vision is that children will be confident, creative, and independent learners who delve deeper and make connections to the past and the world which they live in now.

2. National 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.

Early Years Framework

Understanding the World

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. 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.

3. Intent

Why do learners at St Thomas CE Academy need to study History?

At St Thomas, we believe that History stimulates children's interest and understanding of the lives of people who have lived in the past and how this will shape our future. History also helps children to understand the complexity of people's lives, the process of change, the diversity of society and relationships between different groups as well as their own identity and challenges of their time. We aim to develop children's understanding of substantive concepts, which are revisited throughout different units and are identified in the overview below.

CUSP History draws upon prior learning, wherever the content is taught. For example, in the EYFS, pupils may learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1.

The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied.

BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS					
Community	Knowledge	Invasion	Civilisation	Power	Democracy
<p>This gives us a focus on a large group of people living in a place.</p> <p> </p> <p>This can be within a large area, such as the community of people during the Great Fire of London or the Windrush Generation.</p> <p>It can also be the evolving communities of the people in Palaeolithic, Mesolithic and Neolithic times.</p> <p> </p> <p>Community can also be the people affected in World Wars.</p>	<p>This gives a focus on the difference knowledge makes to people.</p> <p> </p> <p>The migration of people and their knowledge of technology, such as smelting bronze, led to a change in the way people lived their lives.</p> <p>Knowledge brings about change.</p> <p> </p> <p>This can be seen through the emergence of great civilisations, such as the Ancient Egyptians.</p> <p> </p> <p>It can also be the rise of knowledge and invention, such as the Maya or Ancient Greeks.</p>	<p>Taking over another country or region with an armed force.</p> <p> </p> <p>Hitler's iniquitous beliefs led him to invade Poland and France.</p> <p>Invasion is a substantive concept throughout history.</p> <p> </p> <p>It can mean a small-scale forceable take-over of a village or town, or in the larger scale of a city-state or country.</p>	<p>A large group of people who follow similar laws, religion and rules.</p> <p> </p> <p>Larger than a community.</p> <p> </p> <p>Great civilisations have cities, architecture, laws, culture and art.</p> <p> </p> <p>Ancient Egyptians, Greeks and Maya were great civilisations.</p> <p> </p> <p>They advanced their society through knowledge and power.</p>	<p>The power to advance technology, architecture and the arts.</p> <p>or</p> <p>the power over people and places.</p> <p> </p> <p>Power to build The Parthenon, great theatres and the Lighthouse at Alexandria.</p> <p> </p> <p>Power struggle: Athens vs Sparta or Anglo-Saxons and Vikings.</p> <p> </p> <p>Kings, queens and leaders used power to achieve their goals, such as Queen Victoria and her desire to rule an Empire.</p> <p> </p> <p>Alexander the Great unified power in Ancient Greece.</p> <p> </p> <p>War with the Persians.</p>	<p>A form of government voted for by the people.</p> <p> </p> <p>Democracy has many forms through time.</p> <p> </p> <p>In Ancient Greece, certain people in Athens could vote, but it wasn't a true democracy.</p> <p> </p> <p>Democracy hasn't always been equal.</p> <p> </p> <p>Democracy today is typically represented by a government who are voted for by the majority of people in that country.</p> <p> </p> <p>The opposite to democracy is dictatorship or tyrannical leadership.</p>

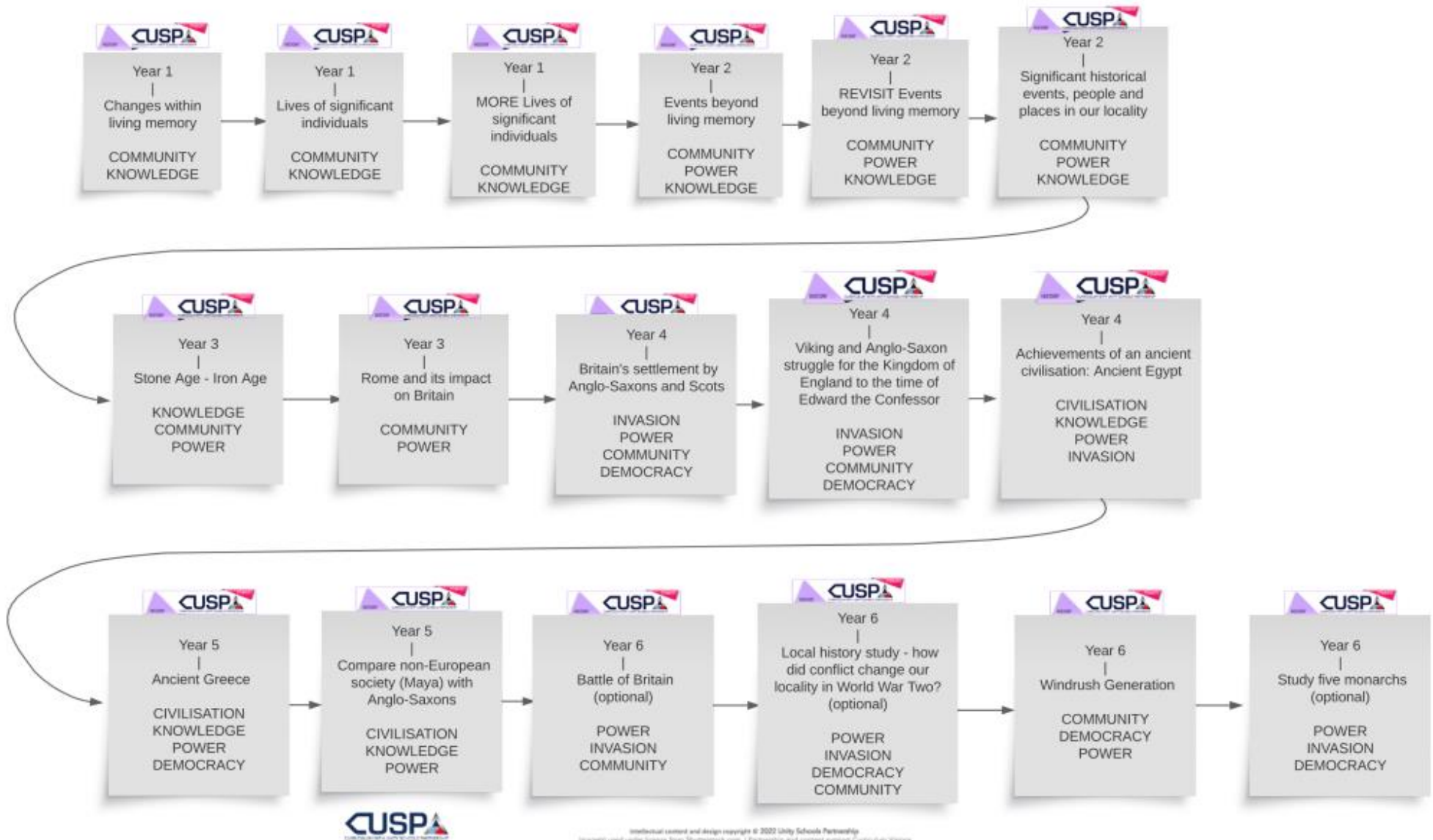
CUSP History is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning.

The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places, and events.

CUSP History strategically incorporates a range of modules that revisit, elaborate and sophisticate key concepts, events, people, and places.

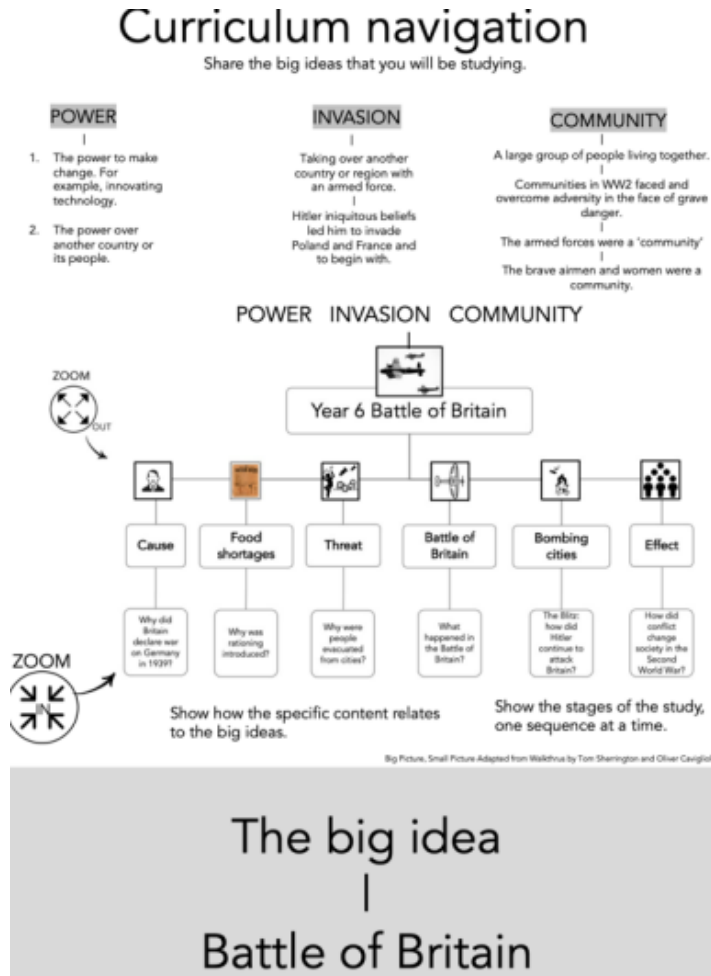
A guiding principle of CUSP History is that pupils become 'more expert' with each study and grow an ever broadening and coherent mental timeline. This guards against superficial, disconnected, and fragmented understanding of the past. Specific and associated historical vocabulary is planned sequentially and cumulatively from Year 1 to Year 6. 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 a vocabulary module with teacher guidance, tasks, and resources.

CUSP fulfils and goes well beyond the expectations of the National Curriculum as we believe there is no ceiling to what pupils can learn if the architecture and practice is founded in evidence-led principles.



4. Implementation

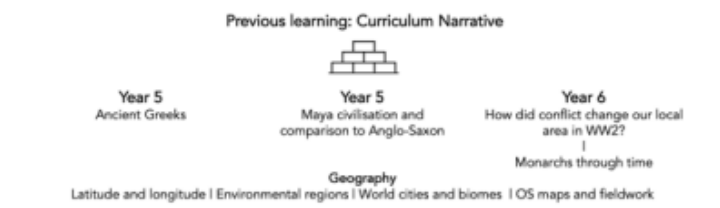
For children to know more and remember more in each area of history studied, the lesson sequence is structured so that prior learning is always considered and opportunities for revision and retrieval of key dates, events and facts are built into lessons.



HISTORY INTRODUCTION Year 6
Battle of Britain _____ Term

Pupils should be taught about:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.



SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
When was World War One? When did Hitler's Nazi Germany invade Poland and France? Describe the onset of World War Two in chronological order. Describe the events of the Battle of Britain in chronological order.	What caused Nazi Germany to invade Poland in 1939? What was the effect on other countries? What are the consequences of Hitler's actions for people in Poland, France and Great Britain? Rationing was a consequence of what actions taken by Nazi Germany?	How did the invasion of Poland and France in 1939 change Europe? Did any countries decide not to be on one side or the other? Why do you think some countries decided to side with Nazi Germany? How did Great Britain change as a result of the war?	How was life in Great Britain different because of the war? What were the big things that changed? Was life at home the same?	What actions tell us about the terrible and iniquitous beliefs Hitler held? How do we know about the Battle of Britain? What sources tell us about the Battle of Britain? Do you think newspapers in Germany reported the same as in Great Britain?	What allied invention detected enemy aircraft? Why was this significant? Rationing was introduced in January 1940, why was this significant? What actions did 'the few' take that made a significant contribution to the war?

Misconceptions – learning traps pupils can fall into

Not true ❌	Teach this ✅
The Battle of Britain was fought at the end of the Second World War.	The Battle of Britain lasted from July 1940 until 31 st October 1940.
'The Few' were all British.	Most of the pilots were British, but also included men from New Zealand, Australia, Canada, South Africa, Rhodesia (now Zimbabwe), Belgium, France, Poland and Czechoslovakia. There were even some pilots from the neutral United States and Ireland.
Women didn't play a part in the Battle of Britain.	Women played a vital part through the Women's Auxiliary Air Force and Women's Land Army.

We have added 'do now' sections at the start of lessons that often revisit the key substantive knowledge taken from the linked knowledge organiser. Multiple choice quizzes also provide great opportunities to help make the key knowledge stick. This all allows for revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lessons and resources help children build on prior knowledge alongside introducing new skills and challenge. Revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in knowledge organisers and knowledge notes, display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.

Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in. It is important for children to understand that the past influences the present and the future. We want to encourage children to learn that they can't change history but what they can do is learn about it and learn from it then use this information to help shape a better future.

Each lesson is supported by:

- Do Now
- Prior knowledge retrieval activities
- Concept enquiry questions
- Hinge-point questions
- Exit ticket quizzes.
- Artefacts
- Textbooks and video links using Curriculum visions.
- Newspapers and reference texts
- CUSP History planning and resources

Feature	Function
Connect (Do Now)	To recall prior learning related to the last lesson to help the child know and remember more and make connections within their learning. Taken from the whole module progression for science recall/retrieving knowledge so all children meet end points to pivot to their next year's learning.
Explain	An enquiry discussion question or theory based around the lesson's learning. This probes children's understanding and misconceptions and allows time for discussion, debate, and initial ideas. The vocabulary will be discussed and explained by the teacher.
Example (I do)	The class teacher will model substantive knowledge (and model the skills necessary for disciplinary knowledge) to achieve the sequenced learning objective for that lesson. The steps for learning will be explicitly taught through the teaching of success criteria.
Attempt (We do)	Using partner work, the children will practice the skills necessary to achieve the learning objective. The teacher will guide children in groups, individually or as a class. This is to be used as an 'Assessment for Learning' opportunity by the teacher to assess if the children are ready to move on.
Check for understanding (Hinge-point questioning)	Around $\frac{3}{4}$ of the way through the lesson, the teacher will use a hinge-point question, which will probe their understanding. This is used as an 'assessment for learning' tool to identify which children need further support or 'reteach' to achieve the learning objective.
Apply (You do)	The children will complete an independent task (or work in a small group when completing an investigation) to show that they can independently apply the skills necessary to achieve the learning objective.
Exit ticket	An assessment question (linked to the learning objective) is completed independently at the end of every lesson. These questions are cumulative, allowing for continual retrieval of prior knowledge.

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information, and concepts which all pupils are expected to understand and retain. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge organiser supplies answers to questions that eventually link back to the cumulative quizzing, focussing on key content to be learnt and understood. Knowledge Organisers are dual coded to provide pupils with visual calls to aid understanding and recall. Knowledge Organisers are referenced throughout each module. Knowledge notes are locational points of reference communicating what pupils will KNOW. They communicate the lesson question supports explicit vocabulary instruction.

Why did Britain declare war on Germany in 1939?

Adolf Hitler



1933 - formed the Nazi Party (National Socialist Party)

dictator
complete power to run a country using force and cruelty
|
extreme views and actions

anti-Semitic
|
against Jew (Semite)

hostility and prejudice against Jewish, Roma and Polish people

1st September 1939
Germany attacked Poland

Blitzkrieg
|
lightning + war surprise attack with rapid and overwhelming force



swift strike using armoured tanks and air support

3rd September 1939
Britain declared WAR on Germany

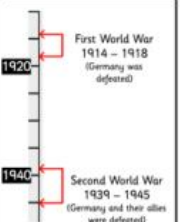
Poland
|
ally of Britain (Poland was invaded and defeated in just 35 days)

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HISTORY

INTRODUCE Battle of Britain Year ____ Term ____

PLACE IN TIME



HEADLINES



The Battle of Britain was one of many battles fought in the Second World War.

A pivotal air battle that Britain had to win because the German invasion of Britain was looming.

The Few were the airmen who fought in the Battle of Britain.

Women took an active part in the war, including Women's Auxiliary Air Force and Women's Land Army.

LEADERS


<p>Adolf Hitler</p>  <p>Dictator German Nazi Party</p> <p>antisemitic views</p> <p>hostility and prejudice against Jewish people</p> <p>Invaded Poland 1st September 1939</p> <p>Britain at war</p>	<p>Winston Churchill</p>  <p>took over as Prime Minister of the United Kingdom in 1940</p> <p>France was falling into Nazi occupation</p> <p>May 1940</p>
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MAINLAND EUROPE

The German army led a ferocious campaign to defeat European countries not willing to surrender or join them.

A new type of warfare had been invented by the German armed forces

Blitzkrieg
|
lightning + war surprise attack with rapid and overwhelming force




Germany quickly invaded Netherlands, Belgium and Luxembourg

June 1940
Battle of France lost

Britain, supported by countries in its empire, began a defence against the German invasion.

THE BATTLE OF BRITAIN

1940



September 1939
Children, mothers with infants and the frail were evacuated from British cities to rural locations

January 1940
Rationing introduced to ensure food was shared fairly

1st July 1940
Channel islands (Guernsey and Jersey) invaded and occupied by Germans

STARTED → **10th July 1940**
Luftwaffe German air force attacked British supply ships in the English Channel

Hitler prepares **Operation Sea Lion** a landing operation against Great Britain!

GREAT BRITAIN

13th August 1940
Luftwaffe attacked British airfields and factories

BRITISH RADAR identified location of German threat
|
RAF fighter planes sent to intercept them

24th August 1940
German bombers accidentally bombed houses in London
|
British bombed city of Berlin

Hitler ordered London and major British cities to be bombed

7th September 1940
BLITZ begins

15th September 1940
Battle of Britain Day

Luftwaffe lost many planes and realised they could not achieve air supremacy

17th September 1940
Hitler postpones Operation Sea Lion

31st October 1940 ← **END**
Battle of Britain ended (although German bombing raids still continued until 1941)

CUSP

SEND Support

Pupils with SEND are entitled to think hard.
Offer structured challenges drawing on the content.

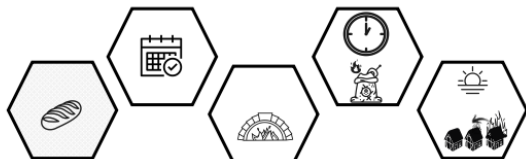
Explain the word connection



I know when molten rock cools it becomes igneous rock.
I know igneous rock is made from molten rock.

CHRONOLOGY and ORDERING

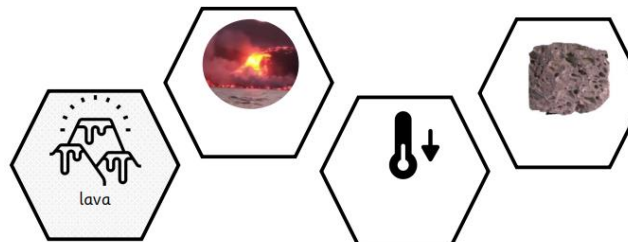
Sunday 2nd September 1666 - Great Fire of London



Design opportunities to retrieve and rehearse within a partially completed response framework.

USE the knowledge note as a point of reference.

How are rocks formed?
igneous made from cooled molten rock - lava or magma
molten rock rock that is so hot it becomes liquid
lava is molten rock above the earth's crust
magma is molten rock under the earth's crust
rocks are natural and not made by humans




Chunk the knowledge note into manageable sections

FIRST

How are rocks formed?
igneous made from cooled molten rock - lava or magma
molten rock rock that is so hot it becomes liquid
lava is molten rock above the earth's crust
magma is molten rock under the earth's crust
rocks are natural and not made by humans

THEN

<u>Not a rock</u>	Yes - a rock
x concrete	✓ boulders
x brick	✓ pebbles
x stone blocks	✓ stones
Igneous rocks are hard:	
	basalt granite pumice obsidian
DEFINE WHAT A ROCK IS	
TEST HARDNESS OF ROCKS	

ALL pupils will take part in all the lesson sequences, but we need to be clear about the critical core content for pupils with SEND. Teachers make reasonable adjustments as shown above to ensure SEND children can access the content within the classroom.

5. Impact and assessment

We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Progression across the school can also be measured through key questioning skills built into lessons, child-led assessment (such as success criteria grids) and low-stakes assessment (such as retrieval quizzes and summative assessments), all of which inform and target next steps in learning.

Assessment tools

Assessment for learning strategies: Think-pair-share, AFL corners, cold calling, show-me boards, and probing questions.

Do Now questions are used to show independence of the children. These questions focus on knowledge the children should already now and be able to independently apply.

Hinge-point questioning is used by teachers to assess 'hinge knowledge' which is essential for tackling misconceptions.

Exit Tickets link directly to each lesson learning objects assessing everyone's individual understanding every lesson and allowing for any misconceptions to be addressed in the next lesson.




Year 1: Significant individuals

06.06.23

L.O. To compare the lives of different nurses

Success Criteria	TA
I can identify similarities between the nurses.	✓
I can identify differences between the nurses	✓
I can compare nurses then to nurses now.	✓

How do the lives of nurses compare?

Do now:

What are the names of the nurses that we have looked at?

- Nightingale ✓
- and Mary Seacole
- Edith Cavell ✓

Hinge:

What is one similarity and one difference between the three nurses?

Nightingale
and Seacole ✓
helped in
crime, a but
Cavell helped in WW1
Cavell in Octo

Nurses today

- Where do nurses work today?
- How do they help people?
- Do nurses from the UK go to work in any other countries?
- Are there any special hospitals for injured soldiers?

Y1 expectation: To compare the lives of different significant nurses.



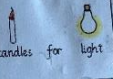



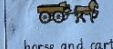








Year 2: The Great Fire of London

Tuesday 10th January 2023

L.O: To find out some of the ways in which London has changed.

Success Criteria

Success Criteria	TA
I can talk about how the buildings in London were different in the past.	✓
I can talk about how people travelled differently in London and the past.	✓
I can compare past and present London to say what is different and similar.	✓

London in 1666	London today	London today	1666
 fire engines	 clean streets	 candles for light	 men wore wigs
 trains	 tall buildings	 horse and cart	 wooden houses
 buses	 brick houses	 leather buckets	 walked
	 bicycles	 glass together	 dirty streets


Y2 expectation: To identify ways in which London changed from 1666.

Year 3: The Romans

Success Criteria	5.1.23
I can use historical sources to answer questions about the past.	TA
I can explain what an empire is.	
I can describe how the Roman Empire became the largest empire of the ancient world.	

The Romans were 2,000 years ago. The Romans lived until AD 476. The Romans wanted Britain's precious metals. The Romans started the 1st, 2nd, 3rd and 4th times to invade Britain. The Roman Empire became the largest Empire in the world.

- The Romans are a group of people from Rome. They -
- An empire is a group of states and countries ruled by a King or Queen.
- The Romans built an empire because they wanted precious metals, silver and gold.



Success Criteria	12.1.23
I can use historical sources to answer questions about the past.	TA
I can explain why the Romans wanted to conquer Britain.	
I can recall key facts about the invasions.	
I can place events on a timeline.	

empire: A group of countries controlled by one ruler (emperor or empress) or government.

invasions: To win or take something by war or fighting.

conquest: Entry to land or territory with an army to attack or occupy it.

Why did the Romans invade Britain?

Because the Romans wanted land and natural resources such as tin, iron and animals for themselves.

- Julius Caesar and Emperor Claudius invaded Britain because they wanted metal, stone and animals.
- Britain had plenty of gold, silver and bronze.
- The Romans knew that Britain had tin, iron and stone.
- The Romans wanted these things to make items such as gold money and food for their army. They could use the wood to build their houses and chariots.

Year 3 expectation: understand the purpose of the Roman Empire and its impact on Britain.

Year 4: Ancient Egypt

Cut and stick the Egyptian events in order of when they happened.

7500 BC: The first settlers arrived in the Nile Valley.

2640 BC: The first pyramids are built.

2250 BC: The Great Sphinx is built.

1539 BC: Valley of the Kings starts and Pharaohs are buried with their treasures.

51 BC: Cleopatra's reign begins, the Egyptian civilisation ends.

3200 BC: Hieroglyphs are used to keep trade records.

2555 BC: The pyramids at Giza are built for the kings Kufu, Kharfe and Menkaure.

2200 BC: First ploughs are attached to oxen.

1332 BC: The 10 year rule of Tutankhamun begins.

Success Criteria	TA	SA
I can make a 'mummy' using materials provided.		
I can explain what mummification is.	✓	
I can write instructions out on how to mummify a tomato.	✓	
I can use my knowledge to mummify a tomato using practical skills.	✓	

What is mummification?

Mummification was an Ancient Egyptian process to prepare a body for the after life. The heart was kept in as it was thought to be very important. The people would leave them with all their treasures so they had their belongings with them in the afterlife. It was Ancient Pharaohs who were mummification.

Write out instructions on how we will mummify our tomatoes.

- 1) We will wash the tomatoes carefully with soap and water.
- 2) We will cut the top off the tomato and spoon out the seeds inside and inside.
- 3) Next, we will wash the tomatoes of our tomato with soap and water again.
- 4) We will digging the tomato inside and out.
- 5) After that, put salt into the inside of the tomato and then put the lid back on.
- 6) We will wrap it tightly in paper towel.
- 7) Finally, we will put it away in the paper towel for 40 days.

What I think will happen - What will the tomato look like?
I think that our tomatoes will fern black mold
will swell

Y4 expectation: examine the achievements of the earliest civilisations: Ancient Egypt.

Year 5: Ancient Greece

LO: To explore the religious beliefs of the Ancient Greeks

Success Criteria	TA	SA
I can explain who the Olympians were		
I can explain the roles of the Olympians in the Ancient Greeks' lives		✓
A lot of statues from Ancient Greece show the gods and goddesses. During which time period do you think these statues were created? Explain your answer.		✓

Classical because there was architecture, artists and many more.

Archaic - 800BCE to 500BCE

- first writing about Olympics
- democracy begins in Athens

Classical - 500BCE to 323BCE

- architecture
- Alexander the Great ruled
- warring city-states

Hellenistic - 323BCE to 146BCE

- Alexander the Great died
- Helene means Ancient Greece (Hellenistic)

2. What beliefs did the Ancient Greeks hold?

Polytheism
many gods (theos)
believed in many gods and goddesses

Ancient Greeks
imagined a world protected by gods called **Olympians**
lived on Mount Olympus

Zeus - king of gods
protector of:
- all gods
- Mount Olympus
- mortals (humans)

Greeks worshipped gods by:
building sanctuaries
temples and treasures (to store precious gifts)

visited temples - leave gifts and worship the god

12 gods of Olympus - **Olympians**

Aphrodite	Hephaestus
Apollo	Hera
Ares	Hermes
Artemis	Demeter
Athena	Dionysus
Zeus	Posidon
Hades	Persephone

Exit Question
Choose the best answer.

1. Which order of these periods in Greek history is correct?

A Hellenistic - Archaic - Classical
 B Classical - Hellenistic - Archaic ✓ (2/2)
 C Archaic - Classical - Hellenistic

Challenge:
Because no one was there to guide them.

Check-In Questions

1) Polytheistic means...

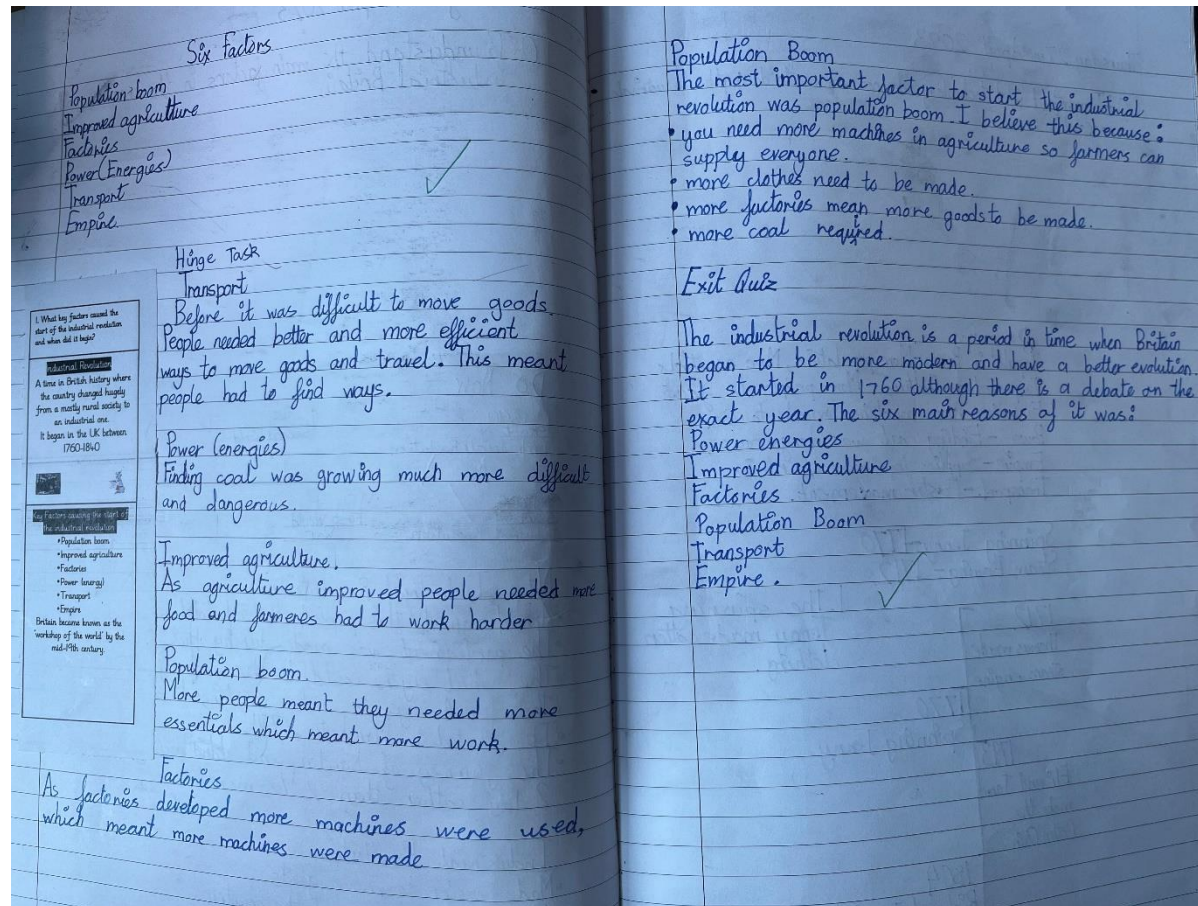
A polytheistic ✓
 many gods (theos) = believed in many gods.
 B polytheistic
 groups temples = believed in many temples.
 C polytheistic
 some gods (theos) = believed in some gods.

2) How did the Ancient Greeks worship their gods? (CHOOSE 3)

A Building sanctuaries. 2/2
 B Building temples. ✓
 C Going to church.
 D Leaving gifts for gods at temples.

Y5 expectation: To explore the changes in religious beliefs within periods of the Ancient Greeks

Year 6: Windrush



Y6 expectation: To explain the ways the industrial revolution changed employment in Britain.

6. Staff CPD

All teaching staff receive 1:1 instructional coaching, delivered by a trained coach from the senior leadership team. These fortnightly meetings follow a programme based around cognitive load theory and quality first teaching. Staff questionnaires and audits are completed at two points in a year, to signpost subject knowledge support. Subject leaders have a 1:1 session, each half term, with senior leaders, to develop action plans and support for their curriculum area. Teachers also receive 1:1 coaching with either the subject lead or our lead practitioner in planning and delivering a history unit.

Teachers are provided with:

- Completed knowledge organisers.
- Detailed medium-term planning
- Access to resources and planning from CUSP History.
- Curriculum visions videos and interactive multimedia