YEAR 7 LONG TERM PLAN - KS3 2020/2021

Skills	AO2 AO3 AO4	A07 A08	AO2	AO3 EOA	Unit 2	A02
Year 7	Unit 1 Andern Novel - My Sister Lives on the Mantiepleo	- Carlel frictice Delationch	76		Unit 2	Shor
Knowledge	Baseline Tests Y7 Reading analysis including non-	Writing - Intro To	Non-Fiction and fiction	Writing - What How Why	Writing to Persuade	Fiction - form, struc
Aims	Students will develop knowledge and skills in re thinking. They will develop their abilities to come drama skills. They will write accurately, effectively reading, using Standard English. They will use a we grammatical terminology and other literary and criticise and analyse/evaluate where the standard criticise and analyse and criticise and analyse and criticise and analyse and criticise and analyse and criticise and analyse accurately the standard criticise and analyse accurately and criticise and analyse accurately accurate	nunicate through oracy and and analytically about their ide vocabulary, including the inguistic terms they need to	references to te	xts, they will develop aluate how writers u	insight and engagement making appropriate p and sustain interpretations of them. They will see linguistic, structural and presentational device: leve their effects.	Students will det thinking. The focus i a wide vocabulary and linguistic ten
Autis	The concept of identity is the overarching theme represents a profound way in which to explore if fight for acceptance. We want the study of Englis excited about and that makes you think constar you. Students will hopefully find that this novel in English journey.	acism, grief, family, and the h to be one that students an tly about the world around	Thematic focus e from. The focus archetypes, the l	us will be on a wide hero's journey, alleg	explore where so many of our literary ideas stem range of myths exploring narrative structure, ory and myths and legends. There will also be a stive writing and persuasive writing.	From the conflic of how we cape with medium of short symbolism, struc
SPAG / LITERACY / ORACY / WRITING / METACOGNITION	Using high-quality English texts – fiction, poetr	, non-fiction, drama and filr	n — the lessons develo	op students' ability to	nded questioning and structured group discussion think most effe o provide reasoned justifications for their views. T to prepare for the GCSE examinations where stud This is complemen	ectively. They develop students' ents will need to draft
Do Now / Retrieval Practice at the start of lesson	Daily Review and SPA	S		Daily I	Review and SPAG	
Formative	Whole class feedback =	DIRT		Whole c	lass feedback = DIRT	
Summative						
CORE H/W Incorporates previous learning	SPAG and Independent Re	ading		SPAG and	Independent Reading	
Useful Websites	https://www.sen	ecaleaming.com, https://ww	w.bbc,com/educatio	n, https://www.shm	oop.com, https://www.cliffsnotes.com, https://w Translating Shakespeare: https://www	

Assessment Objectives

	AO1: identify and interpret explicit and implicit information and ideas – including the presentation of themes and ideas Select and symthesise evidence from texts
AO2	AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
AO3	AO3: Understanding context is crucial to making sense of texts. Once we understand that a context of production and reception shapes meaning we will never read in the same way again.
AO4	AC4: Evaluate texts critically and support this with appropriate textual references
	AOS: Communicate clearly, effectively and Imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
	AO8: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
A07	AO7: Demonstrate presentation skills in a formal setting
AOS	AO8: Listen and respod appropriately to spken language, including to questions and feedback on presentations

AO3 AO4 Unit 3	AO2 AO3 AO4 Unit 4					AOS		
rt Stories - Crime, Conflict and Relationships		A SECTION OF HUNG DECIMENTAL PRINTERS OF PRINTERS OF						Sentity
ture and language Creatve Writing		Fiction - form, stru	cture and	l language	Oracy ar	nd Writing	- What H	low Why
velop knowledge and skills in reading, writing and critical is specifically on language, form and structure. They will use , including the grammatical terminology and other literary ns they need to criticise and analyse/evaluate what they read.		Students will develop knowledge and skills in reading, writing and critical thinking. A key focus will be on oracy and drama. They will write accurately, effectively and analytically about their reading, using Standard English. They will use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse/evaluate what they read.						
of Greeky mythology, students will tunr there attention to a conflict in more contemporary writing - and through the stories. This unit will explore ideas by looking at ideas of ture and inference. There will be an element of creative writing as well.		Students will Midsummer Night tackles universal id There will be a l differences i	s Dream i deas abou ey focus	is one of Sh it relations on vocabul	akespeare hips, magic ary, includ	's most er c, enchant ing becom	nduring pl ment and ning aware	ays which comedy. e of the

ents' reasoning skills and metacognition (structured reflection). This makes students more aware of their thinking processes and how they

'skills of inference, deduction and analysis, increasing their confidence and resilience. Structured group discussion and feedback provides and write analysis, evaluation and comparison answers on unseen texts in timed conditions.

Daily Review and SPAG
Whole class feedback = DIRT
SPAG and indepenent Reading
nalyzing Language: https://www.genius.com.

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YEAR 8 LONG TERM PLAN - KS3 2020/2021

Skills	A02 A03 A04	A PROPERTY OF A PARTY	A02	AO3 AO	Unit 2	A02 A03	
Year 8	Annual Control of the	Unit 1 • Currious Incident of the Dog. "PIAY - Identity, Our World through "Other" Wor		Olike		Crime and Conflict - Themai	
Knowledge	Reading analysis including non-fiction	Writing - What How Why	Poetry	Writing - What How Why	Synthesis and comparison	Fiction, non-fiction, med contemporary and pre-19th c	
Aims	Students will develop knowledge an thinking. They will write accurately, e reading, using Standard English. They v grammatical terminology and other lit criticise and analyse/ev	ffectively and analytically about their vill use a wide vocabulary, including the	to poetry, they will evaluate how writ	l develop and sustain in ers use linguistic, struc	and engagement making appropriate references nterpretations of them, They will understand and tural and presentational devices to achieve their focus on writing comparative essays		
Aims	explore the over-arching concept of id Mark Haddon and Simon Stephens bri look at the world from a different pers complex mathematical formulas a	and being seen and so we continue to entity and the importance of inclusion, ngs us a character who will force us to pective. A perspective where the most re common sense, and an everyday mpenetrable puzzle;	The aim is to b exposing them to I	ich and diverse ideas, -standard forms and E	rstanding of our world through other cultures themes, characters and experiences. There will be nglish and a further focus on identity through ent mediums	This unit will explore ideas a conflict by looking at ideas of an element of creat	
SPAG / LITERACY / ORACY / WRITING / METACOGNITION		ction, poetry, non-fiction, drama and file	n – the lessons deve	lop students' ability to	d questioning and structured group discussion wh most effecti provide reasoned justifications for their views. Ti o prepare for the GCSE examinations where stud This is complemen	vely. hey develop students' skills of i ents will need to draft and write	
Do Now / Retrieval Practice at the start of lesson	Daily Revie	w and SPAG		Daily R	eview and SPAG	i b	
Formative	Whole class fo	eedback = DIRT		Whole cla	ss feedback = DIRT	Who	
Summative						5	
CORE H/W Incorporates previous learning	SPAG and Inde	pendent Reading		SPAG and I	ndependent Reading	SPAG	
Useful Websites	http	os://www.senecalearning.com, https://v	www.bbc.com/educa	stion, https://www.shr	noop.com, https://www.cliffsnotes.com, https:// Translating Shakespeare: https://www		

Assessment Objectives

	AO1: identify and interpret explicit and implicit information and ideas – including the presentation of themes and ideas Select and synthesise evidence from texts
AOZ	AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
EOA	AO3: Understanding context is crucial to making sense of texts, Once we understand that a context of production and reception shapes meaning we will never read in the same way again.
AO4	AO4: Evaluate texts critically and support this with appropriate textual references
	AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coharence and cohesion of texts
	AO8: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
A07	AO7: Demonstrate presentation skills in a formal setting
AOB	AO8: Usten and respod appropriately to spken language, including to questions and feedback on presentations

AG4	Economic Edition	AO2 AO3 AO4	AO7 AO8
Unit	3 I modal - film, songs, contemporary	Un	it 4
William Street Street	entury texts		
dia, century -	Creatve Writing	Fiction - form, structure and language	Oracy and Writing - What How Why
ally on lang	skills in reading, writing and critical uage, form and structure. This will be ts - incorporating fiction, non-fiction as t film and modern songs	Students will develop knowledge and thinking. A key focus will be on oracy effectively and analytically about their nuse a wide vocabulary, including the granand linguistic terms they need to criticis. There will be a key focus o	and drama. They will write accurately, eading, using Standard English. They wil mmatical terminology and other literary e and analyse/evaluate what they read.
symbolism,	onventions of crime short stories and structure and inference. There will be and writing to inform as well.	which tackles universal of relationship	uire knowledge of the text. Romeo and iduring and emotionally intense plays s, identity, conflict, the nature of crime, It incorporates all of our major themes.
iference, de		This makes students more aware of their onfidence and resilience. Structured grounseen texts in timed conditions.	
aily Review	and SPAG	Daily Revie	w and SPAG
ole class fee	edback' = DIRT	Whole class fe	eedback = DIRT
		W.	
and Indepe	endent Reading	SPAG and Inde	penent Reading
	A	nalyzing Language: https://www.genius.	com.

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YEAR 9 LONG TERM PLAN - KS3 2020/2021

Skills	AO2 AO3 AO4 AO7 AO8	Unit Two	A02 A03	Unit 2		
Year 9	Animal Ferm - Modern Novel - Social Justice, Identity, Relationships, Conflict, Our World through "Other" world	The History of Rhetoric and Spoken Language				
Knowledge	Reading analysis, Contextual Analysis	Reading, Oracy and Presentation	Non-Fiction Writing - What How Why	Creative, descriptive writing		
Aims	critical thinking. They will develop their abilities to communicate through oracy and debate key moments in the novel. They will write accurately, effectively and analytically about their reading, using Standard English. They will explore inference, symbolism, structure and explore contextual links,			journey, allegory and myths and legends. Gothic villains seem to resemble the darker		
SPAG / LITERACY / ORACY / WRITING / METACOGNITION	Once a fortnight, students will be exposed Using high-quality English texts – fiction, poetry, non-fiction, drama	to a meta-cognitive lesson which is largely oral, based on reading, op and film – the lessons develop students' ability to provide reasoned ju prepare for the GC	ustifications for their views. They develo	roup discussion which increases students' reasonin, p students' skills of inference, deduction and analy: eed to draft and write analysis, evaluation and com This is complemented by a		
Do Now / Retrieval Practice at the start of lesson	Dail	y Review + SPAG		Daily Review + SPAG		
Formative	Whole	lass feedback = DIRT		Whole class feedback = DIRT		
Summative		8				
CORE H/W Incorporates previous learning	SPAG and	Independent Reading	lê.	SPAG and Independent Reading		
Useful Websites	,	ttps://www.senecalearning.com, https://www.bbc.com/education, h	nttps://www.shmoop.com, https://www Translating	.cliffsnotes.com, https://www.sparknotes.com. Shakespeare: https://www.sparknotes.com/shakes		

Assessment Objectives

0.0	
	AO1: Idantify and Interpret explicit and implicit Information and ideas – including the presentation of themes and ideas Select and synthesise existence from texts:
AO2	AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
A03	AO3: Understanding context is crudial to making sense of lexts. Once we understand that a context of production and reception shapes meaning we will never read in the same way again.
A04	AO4: Evaluate Cexts critically and support this with appropriate textual inferences
	AOS: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
	AO8: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spalling and punctuation.
A07	AO7: Demonstrate presentation skills in a formal setting
A08	AO8: Listen and respod appropriately to spken language, including to questions and feedback on presentations

Read, understand and respond to texts. Students should be able to:

maintain a critical style and develop an informed personal response

ILH ADZ Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate

ILH ADZ Show understanding of the relationships between texts and the contexts in which they were written

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

AO2 AO3 AO4	and the same of th	Lit AO2	Lit AO3	LIT AO4				
Unit 3 - Transition to KS	4 - Lang Paper 1	Unit 4						
Explorations Into Creative R	eading and Writing	The second secon	۳ ستارین					
Fiction - form, structure and language	Creatve Writing	Fiction - form, structure and language Writing - What He						
A strategic focus on reading skills: language, structure and evaluative skills. This is followed by creative, narrative, descriptive writing.		Footry is a form of expression - reasing find meaning in our experiences. As we anthology including perceptions of vistudents experience diverse form of exp positive impact on the social and emotic them a new way of thinking about somet	are studying the larious types of powers of powers of powers of the reformal learning of students of s	Power and Conflict wer and conflict, se poetry can have udents. It may offe				
Building on from the Gothic ideas as a so writing will explore different techniques /	Reading Language Paper 1 Building on from the Gothic ideas as a source of inspiration, much of the writing will explore different techniques / ideas / structures with which to enhance creative writing. In they hera who to know high to express of the wire a brustery at they break poems down into their parts, they learn a lot about comes together. They learn how to follow a pattern and put we order. Analysing the writing of poetry is a transferable skill to students write in other ways and styles. Students will be able to read with insight and engagement make			about how writing ut words in a certa skill that will help				

kills and metacognition (structured reflection). This makes students more aware of their thinking processes and how they think most effectively.
Increasing their confidence and resilience. Structured group discussion and feedback provides experience of rapidly formulating detailed responses to texts. This helps to rison answers texts in timed conditions.

	Daily Review + SPAG	Daily review - subject terminology and ACC
	Whole class feedback = DIRT	Whole class feedback = DIRT
	SPAG and Independent Reading	SPAG and Indepenent Reading
are/	Analyzing Language: https://www	sgenius.com.

YEAR 10 LONG TERM PLAN - K\$4 2020/2021

Intent: what are you trying to achieve through your curriculum? Implementation: how is your curriculum being delivered? Impact: What difference is your curriculum making?

Demonstrate presentation skills in a formal setting

Use spoken Standard English effectively in speeches and presentations

listen and respond appropriately to spoken language, including to questions and feedback on presentations.

The same of the	Company of the property of the Alleman												
Skills	LEAGS LANG.	Long	Lang AQ4	Lang AO1	Lang Lang	Sec. 1, 220	Lang Lang A07 A09	LEAGE LEAG	AOS -	Lang AO3	Lang AO4		
Year 10	Autur Power and Conflict/Union Po		en Carrol			Spring			Summ	or standard	NE SURVE		
Knowled	Writing to Compare	Unseen		Unseen	Non-Fiction	Writing	to Persuade	Unseen Fiction	n	Writing to Desc	ribe / Narrate		
Aims	Students will develop knowledge and a thinking, Students will begin by completing was started in Year 9. They will develop within the poems and aim to relate some they in Developing knowledge learnt about contact the Gothic traditions, enables students to	ng the Power and C o a continuing facus dranny of them to ve. xt, structure in 'Anh	onflict Poetry that on the big ideas the world in which mal Farm' as well as	questions and Reading skills of Therefore we sim Students will be	Teedback on present analysis, synthesis a content, to teach students at e able to present reli	tations. Speak and present tandard English and comparison Writing to corganisation and SPAG, rategies for planning, review event information in a for	persuade with a focus on izing and editing their work m that suits its purposes,	Macheth is one of Shakespaar's most enduring and emotionally into which tackies universal themes of guilt, ambition, power and tyranny: having been written centuries ago, students will avamine the titular c in journey into despair which remains a timeless warning of unchecke that's especially relevant today. They will write accurately, effects ork. analytically about their reading, using Standard English. Students will write a contraction of the					
	of 'A Christmas Carol'. The novella is an characters with a clear, fixed symbolic represents all the values that are oppos selfishness, and a lack of goodwill tow therefore on ideas regarding social justic and idea	allegory in that it fe c meaning. In the n sed to the idea of C ard one's fellow ma se, redemption, rela	eatures events and ovella, Scrooge hristmas—greed, an. The focus is	so that meanl writing. Composit	ing is clear. They sho donal skills should be il as the developmen organising	uld be able to use a suitab used to develop ideas an	d communicate meaning to bularyand an effective style s	will understand and e	will develop and evaluate how w	sustain interpretati	ions of them. They structural and		
Do Now													
Retrieva Practice at the start of lesson	Do now starters - Po	ower and Conflet			Do now starters -	ACC/Conflict Poetry/Lang	Paper 1	Do now starters - Power	and Conflict, A		logy and Eng Lang		
Regular low stakes assessin ents Summati ve # 2 plus	PZ Section B - Conflict Pos	atry comparative es	Aut 1 Eng Lit	Lang P2 Sec	ction A - Reading	Presentations	Spring 1 Eng Spoken Language	Summer 1 - nó assessmen	it Eng Lang P2,	Eng Lit P1	Şummer 2 EO		
Mock CORE H/W Incorpor ates previous learning	Power and Conflict/Unseen P	oetry/English Lang	Paper 1		ACC/ Conflict Poets	y/Unseen Poetry		Eng L	Lang Paper 2/Co	onflict Poetry/ACC			
Useful Wabsita		https://www	v.senecalearning.co		Analyzing Lange	tps://www.shmoop.com lage: https://www.genius tps://www.sparknotes.co		I. m, https://www.sparknotes	.com.				
			6.22										
	Read, understand and respond to texts. St. Analyse the language, form and structure show understanding of the relationships be Use a range of vocabulary and sentence as Identify and interpret explicit and implicit select and synthesize evidence from difficult of the state of th	used by a writer to etween texts and t tructures for clarity it information and i erent texts	create meanings an he contexts in which , purpose and effect deas	they were written t, with accurate spe	lling and punctuation	1	plogy to support their views						
Lung AO3 Lung	Compare writers' ideas and perspectives,												
A04	Evaluate texts critically and support this w Communicate clearly, effectively and imag of texts.			style and register fo	or different forms, p	urposes and audiences. O	irganise information and ide	as, using structural and gran	nmatical featur	es to support coher	ence and cohesion		
	Candidates must use a range of vocabular	y and sentence stru	uctures for clarity, p	urpose and effect, v	with accurate spellin	and punctuation							

amoer	Lang AO3	Lang A	04		
Writi and skills in re illy and acquire	ading, write knowledg	e of the tex	t. As		
ost enduring a it, ambition, p tudents will ex is a timeless w they will write ing Standard E	ower and to armine the arming of u accurately,	yranny and titular char nchecked po effectively	despite acter's ower and		
sight and enga p and sustain it ow writers use ces to achieve	inguistic,	ons of them structural a	. They		
ct, ACC, subjec Paper 2	ct terminol	ogy and Eng	Lang		
g P2, Eng Lit P	1	Summe	r 2 EOY	#9	
2/Conflict Po	stry/ACC				
natures to sup	port coher	ence and co	hesion		

YEAR 11 LONG TERM PLAN - KS4 2020/21

Intent: what are you trying to achieve through your curriculum? Implementation: how is your curriculum being delivered? Impact: What difference is your curriculum making?

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Skills	Ut AO2	Lit AO3	Lang AO1	Lang AO3			Ut AO2	Lit AO3	Lang AO1	Lang Lang AO3 AO4	LOS HOS	Lit AO2	Lit AO3	AO1	Lang Lang AO3 AO4		
Year 11			Unit 1 and U	nit Two					Spring	Washington and the same of the				Summer	all de l'hannes		
Year 11	S SAVIDE	HE COLL ! LINE THE	or the state of	Exert Arealte	chief og and t			Revision - Eng	sh Language and Er	glish Uterature	A CHARLES			lish Language and Er			
Knowled	An Inspector Calls	Unseen Fiction		Writing to D	Describe/Narrate	!	Macbeth	Unseen Fiction	Writing to	ACC	Conflict Poetry	Unseen Poetry	Unseen Non Fiction	Writing to express a viewpoint	AIC	ACC	
ge							Students was devis	on andwiedee and si	Persuade	g and chtical thinkin	ig. They will develop	Students will devel	op knowledge and s	ions in reading, writin	ng and critical think	ing, they will develop	
										e accurately, effectiv		culturally and acq				ively and analytically	
1 !	Students will devel	op knowledge and :	skills in readin	ng, writing and c	critical thinking.	They will use a	about their re	ading, using Standar	d English. They will i	ise a wide vocabular	γ, including the			rd English. They will t			
1 1	wide vocabulary, in	cluding the gramma	atical terminol	logy and other li	iterary and ling	istic terms they	grammatical 1			stic terms they need	to criticise and	grammatical terminology and other literary and linguistic terms they need to criticise and					
1 1		cise and analyse/ev							e/evaluate what the			analyse/evaluate what they read.					
1 1										making appropriate		Students will be able to read with insight and engagement making appropriate references to texts					
Aims	Students will exam	une a morality play	that denound	es the hypocrisi	y and callousne	s of capitalism	thev will develo	n and sustain intern	etations of them, T	nev will understand a	and evaluate how	Students will be able to read with insight and engagement making appropriate references to texts					
1		at a just society car															
1 1			responsib				l .										
		nsider a morality pl						Revision - Eng	ish Language and E	nglish Literature		Revision - English Language and English Literature					
	theatrical form, goi																
	and evil the studen	ts will learn about n	morals and eth	ics reflecting on	n these in conte	mporary society											
_	as well Priestle	vis olav revolves arr	nund a centra	myden the de	eath of a voling	woman hiit											
Do Now																	
L 4 .							l										
Retrieval Practice			Do Now - Fiv	ve a dav					Do Now - Five a da	/				Do Now - Five a da	y		
at the			5011011				1										
start of							l										
lesson																	
Low																	
Stakes		DIRT - Mac	cbeth plus DIR	RT Eng Lang - Q2/	:/4/5			DIRT - mo	ck exams plus as pe	class needs		1		DIRT - mock exams	5		
Assessm																	
ents x 5 Summati	Moc	k Exam - Eng Lit Pap	per 1 and Eng	Lang Paper 1 (N	Macbeth and AC	C)								F		FINAL GCSE	
ve x 4							Mock Exam - S	pring 1 - Eng Lang	P2 and Eng Lit P	2 (AIC, Conflict Po	etry and Unseen			exams			
CORE																	
H/W							1										
incorpor	li .		*****************	D4			I	AIC England	1. Power and Confli	rt Unseen Poetry		Unseen Poetry, Eng Lang P2, ACC, Macbeth					
ates		ACC/Eng Lang P1						AIC, CIIE LANG F	A, I OWE! AND CUIIII	or orisean i ordy		1		, ,,			
previous learning																	
rearring																	
Useful	https://v	www.senecalearning	ng.com, https:/	/www.bbc.com	/education, htt	s://www.shmo	p.com, https://www	v.cliffsnotes.com, ht	ps://www.sparknot	es.com.	Analyzing Language:						
Website	https://www.g														Translating		
5								Shakespeare: http	s://www.sparknote	s.com/shakespeare/							

	Read, understand and respond to texts. Students should be able to:
Lit AOZ	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate
Lit AO3	Show understanding of the relationships between texts and the contexts in which they were written
	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Lang	Identify and interpret explicit and implicit information and ideas
AGI	select and synthesise evidence from different texts
	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
Lang AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
Lang AO4	Evaluate texts critically and support this with appropriate textual references
1.30	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

		LTP KS3 notes re.	LTP KS4 notes re.	TOTAL BREET TO THE	国的公司	
rtest Implementation			AIMS/Rationale and Sequencing ACCESSIBLE FOR ALL? How are			
marce Statement Contralyed.		knowledge and skills being	knowledge and skills being			
aught (peansneed) filtri	To Be Domblifted:	embedded? Begin with Going Bananas -	embedded?		end or term assessments -	HENRY OF THE STREET
		Conetxtual approach. KS2			Builds upon retrieval practice	
	Careers, Information, Advice	SATS - Using homework. Y7	Further Maths - preparation	for all. Then Application - two	I -	Project based learning - PPTs/Presentation. Learning
	and Guidance - KS4 and KS5 (add to intent statement)	Begin with Number as it's the foundation for all. Not always	for KS5; level of maturity	units etc.	Term 1; end of Term 2 asseses Terms 1 and 2 etc.	of key vocab
n place	ladd to intent statement)	Touridation for all. Not always	required	units etc.	Terms I and 2 etc.	or key vocab
	Explore KS2 SATs	Knowledge and inte	erleaving throughout			
	Rationale/Purpose of Topic. Ensure					
	sequencing of units is made explicit.	II.	rom 7 to 11. 5 year plan in place			
	Fine tune on LTPS	- offers a sense of col	hesion and coherence.	(
1. Research and insp	ection evidence sugge	st that understanding I	key concepts, presenti	ng information clearly	and encouraging appr	opriate discussion are
2. How does your der	partment check pupils'	understanding effectiv	ely, and identify and c	orrect misunderstandi	ngs? Give an example	of a lesson you have
3. How are teachers i	n your department ens	uring that pupils embe	d key concepts in thei	r long-term memory an	d apply them fluently?	
4. How is the curricul	um in your subject seq	uenced so that new kr	nowledge and skills bu	ild on what has been to	aught before and pupil	s can work towards c
5. How do teachers ir	your department use	assessment to:				
*check pupils' unders	standing	Large focus on project based lo	earning = applying Maths to rea	al life examples		
*inform teaching		Quizzes = diagnostic, End of Te				·
*help pupils embed a	nd use knowledge flue	ntly to develop their ur	nderstanding			
*not simply memorise	e disconnected facts?					
6 How will your subj	ect help to develop ch	aracter?			t based learning will ensure problem solve/present etc.	
				Carefully and deliberately di	fferentiated at KS3 and Ks4 to	
7. How are you provi	ding high quality, inclu	usive education for all	?	proivde both sup	port and challenge.	1
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Start of lessons - will be embedded	Assessments	To be added	Have begun process	Engaging to Cultural Grants	Teachers teach in a particular sequence - intervleaving embedded. This will be enforced.	Less hierarchical/Book sharing - e.g. teachers can look at HoFs exercise book as well
	5 A Day type quizzes					Y ₂
	Homework builds on prior learning					
-					101	
important factors in h	ow effectively the curri	culum is taught and as	ssessed. What is being	done in the classroon	n by to achieve this a	at KS3/4/5?
een this happening in.		QUIZZES ARE USED - DIAGNOS	TIC - THEN TEACHER ASSESSES,	SPEAKS TO STUDENT, OUTSIDE	SUPPORT - e.g. extra clubs can	be accessed etc.
Interleaving /Deliebrate practi						
any defined end point	ts? Talk me through a s	scheme of work and sr	low me this in action.			
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SKILLS (Including literacy and numeracy)	Knowledge and understanding of historical signiffice	Understanding of abstract historical forms (A01)	Understanding historical concepts (A02)		Total factor and population (A)		Knowledge and understanding of historical significa	Understanding of abstract historical terms (A01)	Understanding historical concepts (AUZ)		
Year 7	How did migration, ind	ividuals an	d beliefs st	naped Britai	n and linked	it to the rest	of the world	d from pre-histo	ory to the 15th	century?	
Year 7 topics	1. What is History?					2, Pre-1066				4	
Knowledge and Interleaving (If relevant)	Understanding what history is	Chronology	Types of historical evidence	Bias	History mystery	Identifying groups of England pre 1066	Vikings	Anglo- Saxons	Т	raits of Medieval kings	
RATIONALE (including SMSC)	Understanding of basic historical s prehistoric period. This gives the the work of a h	foundations to s	ology and to com students to under ates the basis of	stand historical er	lorical engiry of the nguiries as well as	Students will start their studies of the the first group that settled on the British Isles with recorded history. The unit is understanding different historical periods, evaluating groups and identifying and comparing cultures and characteristics from pre 1066 period. This will build on their skills of chronolgy and source skills studied in the previounit.					
Do Now / Retrieval Practice at the start of lesson – E.g.	Visual stimuli to generate class dis Timeline activity Spelling/ key word check Writing an opinion	scussion	w .			Visual stimuli to ge Spelling/ key word Retrieval practice Recap from previo	I check of Vikings throug				
FORMATIVE ASSESSMENT(S)	Questioning throughout lessons A Plenary tasks including short para AO2, A03 Spelling test A01		pictures, summa	arising terms in ov	vn words A01,		uding short parag			terms in own words A01, AO2, A03	
SUMMATIVE ASSESSMENT	In class knowledge test - Chronok AO3,	ogy, primary & so	econdary source	s and their usefuli	ness; A01, A02,			2			
HOMEWORK that incorporates previous learning (spacing)	For this topic- we cannot do home History mystery Tollund Man h/w t		prior learning (fir	st topic)		Board game as homework assignment					
USEFUL WEBSITES						BBC Bitesize, History learning zone					

oncel significa	(/90%)	of historical significal	terms (A01)	ricat algniffice	al lerms (A01)
inding of histo	official con respiration		sch sitorical to	inding of historic	
and understanding of hist ding of ebstract haltorical	standing histo	dbe and understanding	ding of abstrac	end understa	tanding of abstract haltoric
Knowledge	Under	Knowledge	Understanding	egbelwary.	Understan

3. Why did William win the Battle of Hastings?			4. Norman control				5.Power of med	ieval kings				
	Battle of Hastings events	Reasons why William won	Norman conquest	Domesday Book	Castles	Feudal	Becket murder	Introductions to interoretations using King John story	Introduction to M			
Evaluation of contenders to throne and lead up to Ba reasons behind William's victory, This will teach student their future studies. This will lay the foundations for a Gi that dicusses	ts the key concept CSE topic in the C	of significance that will reoccur in	Conqueror, the feudal system & cathedrals. This will teach student	nan conquest, The centralised govern ts the key concept	se features are: rebellions against rement, the Domesday Book surve	William teh ey, castles adn	relationship over	he power of the church, monarchy a er time. Understanding and explainin ics, This will lay the foundations for a influence of the	g the significance			
What makes a good king in Medieval Times? Discussion	1		Williams problems - recap and eval	uate			Questions of a cr	ime scene				
Recap of contenders and events from previous lesson			Aliens scenario				Spot the difference					
Mini quiz			Recap events through discussion		Visual stimuli to generate class discussion							
Causation story/ ordering activity			Word association with castles/ Picto	ure association	Recap questions/quiz							
			Hypothesis task									
			Spot the difference picture									
Plenary tasks including short paragraphs, drawing conclu	usions when evalu	ating factors A01, AO2, A03	Plenary tasks including short paragrap	hs, drawing conclus	ons and evaluating factors AU1, AU2	, A03	Plenary tasks including short paragraphs, drawing conclusions and e					
Questioning throughout lessons			Answer to Simon Schama letter with	n PEEL paragraph	s; AO1, A02, AO3		Questioning throu	ughout lessons				
Witan speech - PEEL paragraph A01, A03			Creative castle project A01, A03				Newsround script	t A01, AO3; Modern Magna Carta A0	03			
Battle of Hastings in class test - causation essay with PE	EL paragraph stru	icture: A01.Ap2.A03										
,,	, , , , , ,	1312,000,000,000			×							
Witan speech (assessed as a homework task)		-	Castle project				Newsround script					
Preparation for assessment			Simon Schama letter				Modern magna Carta					
			BBC Bitesize, History learning zone									

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			Knowledge and understanding of historical significe	Understanding of abstract historical terms (A01)	Understanding historical concepts (ADZ)				Knowledge and understanding of historical significe	Understanding of abstract hallorical terms (A01)	Understanding historical concepts (A02)				Knowledge and understanding of historical significe	Understanding of abstract historical ferms (A01)
	10.10.10	6. Medieval life						7. Rats and Rel	oels					8. Medieval Afr	rica	
3na Carta	significance of Magna Carta	Coroner's roll	Vile village life	Medieval life		Religion	Women	Features of the Black Death	Significanc eof the Black Death	Features of the Peasants Revolt	Significance of the Peasants Revolt	Comparison and evaluation of the two events		Introducing Africa in medieval times	Mali	Benin
the implications	Juating the changing of Magna Carta for nment unit on the	 Understandir 	ng key features oriences of peopl	of medieval life, in e in medieval tim source skills lea	es. This unit will	ary evidence and build on student iit.	l evaluating the ts knowledge on	the effects of bo	oth events and c ik to their previou	es of the Black D omparing by eval us learning of the for the year 8 sign	uating their sign key concept sig	ificance on char nficance as wel	nging medieval	particualr coun of a period. T	tries. Applying his will create	ctersitics of Africa Is knowledge and a the foundations for By unit in year 8 an
)		÷.	Visual stimuli to Definition of key Recap of events	terms	discussion				Visual stimuli to Recap of chara	_						
ating factors A01	, AO2, A03, AO4	Plenary tasks	including short p	aragraphs, draw A03	ing conclusions s, AO4	and evaluating fa	actors A01, AO2,			ragraphs, drawing lks A01, AO2, A0		nd evaluating eff	ects and			paragraphs, draw countries A01, A0

Questioning throughout lessons

PEEL paragraph

Preparation for assessment

Rats vs Rebels in class assessment on significance using PEEL paragraph structure; AO2, AO2, AO3

Questioning throughout lessons

Preparation for assessment - source inferences

Medieval life - source based assessment (on inference & usefulness) in class AO1, AO3, AO4

Questioning throughout lessons

Africa project A01, Ao2, A03, A04

Africa project

Understanding historical concepts (AUZ)			Knowledge and understanding of historical significe	Understanding of abstract historical terms (A01)	Understanding historiasi concepts (AU2)			Knowledge and understanding of historical significe	Understanding of abstract historical terms (AD1)	Understanding historical concepts (AU2)		
		9. Jewish life	in the middle a	10. Crusades								
Swahili	Overall evaluation of African kingdoms	Jewish life in medieval times	York castle		Experience of Jew	rs over time	Jerusalem	Pilgrims in arms	christianity and crusades	Crusaders or invaders	Jihad	Evaluatin g the crusades
charcterisitics a	al times using case studies on and evaluating the overall features ading of Black history that will be ghts Movement unit in year 9.	exploring the	e origins of anti Indations for the	i semitism and eir undertandir	d making links to differ	ont of a minorty over time, ent time periods. This will at will be followed up in the t in year 9.			ne reasons and		ivations and range nent on why people	
			exchequer roll acteristics from o generate clas				Recap of chara Visual stimuli to Who's point of Pilgrimage disc	o generate clas view is right? -	s discussion			
ing conclusions)2, A03, AO4	and evaluating significance as	Jews over time Questioning the	A01, AO2, A03	3, AO4		d evaluating the threat to	to Jews over ti	me A01, AO2, A roughout lesson sment activity in	A03, AO4 ns dentifying the ke		ns and evaluating ne crusades and ev	
							W - 781 - 2	. David bear	0 un remem	260		
	ē1	Analysis of care PEEL paragros					ourprise me H	vv on vvere the	y CRUSADER	S or INVADERS	o r	
	BBC Bitesize, History											

SKILLS (including literacy and numeracy)		knowledge and understanding of historical elanificance (AC	Understanding of abstract hislorical terms (A01)	Understanding historical concepts (AD2)				Knawadge and understanding of historical significance (AC	Understanding of abstract hattorical ferms (A01)	Ungerstanding historical concepts (AD2)					
Year 8	How did re	volutions tr	ansform Bri	tain and th	e rest of the	world between	en 1485 and	17897							
Year 8 topics		lid revolutions transform Britain and the rest of the world bet Why did Henry VIII have so many wives?						How did Elizabeth I save England from a Superpower?							
Knowledge and Interleaving (if relevant)	Henry VIII	Renalssance	Renaissance Man?	Reformation	Break with Rome	Wives	Bloody Mary	A Tolerant Society?	Spies	Exploreres	Armada	Shaekespeare's Theatre	James I		
RATIONALE (including SMSC)	England in year of England was	To show how H formed around He	enry was 'renaiss nry VIII's desire f	sance man. Stud or a boy and rest	09-1547 following ents to understand conse to the Refor nd Protestantism.	now the Church mation, To ensure	How society was Protestant faith er against foreign in	caught up in bitter di mbedded itself as the	vision between th state religion du vasion. Make the	ne Calholics and Pro ring this period, How students aware of h	rch, state and society elestant. Students to u Elizabeth managed ow the Age of explote	inderstand how the	Introduce to stud Students understan Make students		
Do Now / Retrieval Practice at the start of lesson – E.g.	Initial Stimulus, I Source Analysis Quiz Questions	Pictures, Cartoons	s etc			,	Initial Stimulus, Pi Source Analysis Quiz Questions	ictures, Cartoons etc					Initial Stimulus, Pict Source Analysis Quiz Questions		
FORMATIVE ASSESSMENT	Plenary tasks in	cluding short para	,	pictures, summa 403 aragraphs	rising terms in ow	n words A01, AO2	Plenary task	s including short par		pictures, summaris L paragraphs	ing terms in own wor	ds A01, AO2, A03	Plenary tasks inclu		
\$	Renaissance Bo	ooklet - hornework									iei		Main cause of the E		
SUMMATIVE ASSESSMENT		Religious Change under the Tudors - causation							causalion essay						
HOMEWORK that incorporates previous learning (spacing)	Renaissance Research Individuals Armada Front Page Newspaper Jam							James I letter, Reso							
USEFUL WEBSITES								https://www.bbc.com/bitesize/topics/							

Knowledge and understanding of historical significance (A.C.	Understanding of abstract hallorical terms (A01)	Undertanding historical concepts (A02)				Knowledge and understanding of historical sugnificance (AC	Understanding of abstract historical terms (A01)	Understanding historical concepts (AD2)			Knowledge and understanding of historical significance (AC	Understanding of abstract haltorical terms (A01)	Underständing historical concepts (AQ2)	
Why	did England go	o to war with itself?					Was Cromwell a	hero or a villain?		4	v	Vhy did no one s	top a Dutch invasi	on
The Gunpowder Plot	Charles I	Casues for War	Civîl War	Execution of Charles	Cromwell in the War	Ireland	Jews	Religious Freedom?	King in all but Name	Return of the King	Plague 1665	Fire 1666	James II	Glofious Revolution
id how continued rel aware of the growin	ligious & political ng power of Parl	iblitical power and soo lensions led to the fi farment in the running end of a monarchica	alling out Parlian g of the country.	nent and Charles I	Cromwell, Focus or	his role in getti	ng rid of the King.	d society in Britain this contort of the Rifreedoma, and his k	1649-58 by looking at rule of ump Parliament, actions in ing like reign.	Following on from The return of mone plague and fire 16t	archy, rejection of	ce students to the the Stewarts for th	development of state or anges. Student	e and society in Britain 1658 - 1688, s to consider society dealing with
tures, Cartoons etc					Initial Stimulus, Pic Source Analysis Quiz Questions	iures, Carloons	etc			Initial Stimulus, Pid Source Analysis Quiz Questions	ctures, Cartoons e	tc		
iding short paragrap	PEEL pa	tures, summarising to tragraphs	erms in own wor	ds A01, AO2, A03	Plenary tasks incl	uding short para	graphs, drawing p Al PEEL pa	03	ng terms in own words A01, AO2	' Plenary lasks ind	cluding short paraq		ctures, summarising	g terms in own words A01, AO2, A03
					Cromwell sources an	d key events ess	y - interpretations	and significance						
earch 2 current civil	wars			- 3	Cromwell Bio	175				Diary Entry				
	4.7					3-35	3 1			144.9		https://www.bbc.co	om/bitesize/topics/	

	Knowledge and understanding of historical significance (AC	Understanding of abstract hallorical terms (AO1)	Undertanding hattarical concepts (AQ2)			Knowkedge and underplanding of historical algorificance (AC	Understanding of abstract historical terms (A01)	Understanding historical concepts (A02)				Knowledge and understanding of historical algolicance (AC	Understanding of abstract hallorical terms (A01),	Understanding historical concepts (AD2)		
	Why did t	he Industrial Rev	rolution Change	the World?		Did e	anyone try to sto	p the slave trac	de?			Wa	s the British Er	mpire a force fo	or good?	
Change	Inventors	Arkwright	Blincoe -	Children	Middle Passage	Plantations	Punishment	Abolitionists	Slaves Fight for Freedom	Abolition	Why Empire?	Ireland	China	India	South Africa	Context
Consider what	changed agricu	ulture and industry	, who made the c	and empire: Britain, 1745-1901, hanges and what the impact of especially in regard to children.	much of the Briti	ish Empire and to of the trade, the get rid of slaver	to ideas, industry Economy was bas e difficulties in sta y all together. Use orm to learn about	ed on the Trans nding up to and Industrial Revo	Allatic Stave Tra campaign led by lution and Slever	the Abolition	Introduce stude Students to lead	n about the re	s in ideas, politic asons for expan e world and the	sion of the Britis	stry and empire: Britain, 1745-190 sh Empire, the impact it had arou ad by it.	Introduce st consider the c new politica
Stimulus question Initial Stimulus; P		ns etc			Recap questions Initial Stimulus, F crosswords source/ documen	Pictures, Cartoon					Initial Stimulus, short story Source Analysis key word definit		s, etc.			Initial Stimulus, Source Analysi Quiz Questions
		AO2 PEEL pi	. A03 aragraphs	ansing terms in own words A01.	Plenary tasks i	including short p	paragraphs, drawin A01, A02 PEEL para	2, A03	nmarising terms i	in own words	Plenary lasks		A01,	AO2, A03 paragraphs	summarising terms in own word	s Plenery tasks i
		Le	atter				Source Ass	essment				N. X.	ALC: A	= 1=		
					Abolitionist Rese	earch					1 5 4 5		Surprise	Me Homework		F) 43 g
			4.		i toric							ht	ttps://www.bbc	.com/bitesize/to	opics/	

Knowledge and understanding of historical alguidance (AC	Understanding of abstract hallonical ferms (A01)	Understanding historical concepts (AO2)		
Why did		thop off people	e's heads?	Napoleon
sanges within a I thinking result	n industrial so ing in revolutio	ciety, the growth	France 1789-180 of educated mic udents to learn a rench society.	idle classes and
Pictures, Carto	ons etc			
ncluding short p	A01,	awing pictures, AO2, A03 paragraphs	summanising ten	ns in own word

SKILLS (including literacy and numeracy)		Knowledge and understanding of historical	Understanding of abstract historical terms (A01)	Understanding historical concepts (AD2)				Knowledge and understanding of historical	Understanding of abstract historical terms	Understanding historical concepts		
Year 9	How did pol	litical Id	eologies a	iffect peo	ple's lives	in Britain a	ind the wor	rld in the 20	th century?			
Year 9 topics	Suffragettes			13 2 20 1		Witt still	World War I		Then 3			Inter-War years
Knowledge and Interleaving (if relevant)	Histroy of att		The significance of Suffragists	The tactics of the suffragette movement	The obstructions to female suffrage	The significance of WWI in gaining women the vote	The Causes of WWI	The difference between WWI and other conflicts	How recruitment to the armed forces was carried out	What life was like for a specific individual in WWI	The significance of the Batlle of the Somme	Versailles1
RATIONALE (including SMSC)	To ensure that stu acknowledge why democracy. Stud- industrial revolution	voting is in letns will bu	mportant and wild on tehri kno	why universal s wledge of Victor	ufferage is a ke	y component of	Assassination	of Archduke Fran	z Ferdinand, Natio	onalism . To und	- Alliances, Arms Race, lertsand what we mean by susation and significance.	To understand understand
Do Now / Retrieval Practice at the start of lesson – E.g.	Visual stimuli to go Stimulus question 5 W's Political cartoon Spot the connection		ss discussion				Video clip Recap questio Key word defin Visual stimulus Spot the conne	nition s ection pictures				Initial stimulus n Pictogram Political cartoon
FORMATIVE ASSESSMENT(S)	PEEL paragraphs AFL tasks eg. sou Concept check qu	urce analys	is				PEEL paragra	phs Source analysis				PEEL paragraph AFL tasks eg. S Concept check
SUMMATIVE ASSESSMENT	End of unit in clas interpretations AC			- sources on u	sefulness and o	different	End of unit in AO2 AO3, AO		Battle of the Som	me and General	Haig - interpretations AO1,	End of unit essa
HOMEWORK that incorporates previous learning (spacing)	Research on key	figures of the	he Suffragettes				New paper fro	nt page/article on	the assassination	n of Franz Ferdir	nand	Treaty of Versa
USEFUL WEBSITES		-awier L			12 117	Navi e			BBC	BITESIZE		

Knowledge and understanding of historical Understanding of abstract historical terms Understanding historical poncepts	Knowledge and understanding of historical Understanding of abstract historical terms Understanding historical concepts	Anowledge and understanding of historical Understanding of abstract historical terms Understanding historical concepts	Knowledge and understanding of historical
	Cable Street	Holocaust	Exam Preparation
Versailles 2 Rise of Hitler Come to power Hitler's role in Nations & Appeasement	Cable Street	Ordinary Life before History of Anti things WWII Semitism Nazi Policy Germans hate ghettos	
the international political context that lead to WWII -with a specific focus on	To understand the social, economic and political context of the rise of British Fascism and the BUF and the repsonse from the community in the East end.	To understand and gain knowledge of the Holocaust and the lead up to it. Nazi legislation and its impact, ghettoisation and its effects. Industrialised genocide and the lessons we can learn from history.	To understand the ra outbreak of WWII - 1 Appeasement, Wilful for war, Treaty of Ve Hitter.
naterial - picture, cartoon , advert etc.	Initial stimulus material - picture, cartoon , advert etc. Quiz questions	Initial stimulus material - picture, political cartoons , advert etc Propaganda, quotes Quiz questions Challenge questions	Key words Quiz Questions Challenge Questions
ns Source analysis, questions	PEEL paragraphs AFL tasks eg. Source analysis Concept check questions, card sorts	PEEL paragraphs AFL tasks eg. Source analysis,	Model answers, Peel prioritisation of cause success criteria
ry on the reasons for Hitler's rise to power - causation AO1, AO2 AO3		Surprise me - creative homework assessment task AO1, AO2 AO3	End of year exam on the Holocaust; AO1,
lles cartoon and questions		Research project - Surprise me homework	Revision material

Understanding of abstract historical terms Understanding historical concepts		Knowledge and understanding of historical	Understanding of abstract historical terms	Understanding historical concepts				Knowledge and understanding of historical	Understanding of abstract hallorical terms	Understanding historical concepts					Knowledge and understanding of historical	Understanding of abstract hislorical terms
	World War						Civil Rights						Days	that shook	the world	
What caused WWII?	Dunkirk	Battle of Britain	Russia	Independent project	WWII posters		Context of the Civil Rights Movment	Montgomery Bus boycott	Little Rock	MLK + Freedom Riders	Acheivemn and failures of the Black power movement		ent		Da	ays that sho
nge of different causes that lead to the naction of the League of Nations, encouragement of fascists, tack of appetite sailles, the behaviour and ideology of Adolf	eval WWII.Suc	uative skills cesses and f VWI to VVVI	assessing the failures associ II - expansion	e significance of ciated with thte I	ments in WWII. f historical events British campaign. y to compensate tion etc.	s within Establishing	context of th	e Jim Crow So	uth with analy	sis and evalu	nts movement of ation of the relation and Black Powe	tive success		ain knowledg To grasp why	they were	
	Key termino Poster task Quiz Questi						Analysis of Pho Key terminolog Concept check	ıy	period				100	ept check qu e analysis	estions	
5.	Exam techn	rers, source a niques eck questions					Source analysi AFL tasks eg. Model answers	paired discuss	1	check questi	ons		110.05	arch task ion of Auido	and visual	materials to
the enurses of World War Two and courses on				essment task A	AO1, AO2 AO3		End of unit test essay AO1, AO2 AQ3					Power point propject with accompan students				
	Independer	nt study proje	ect - poster ta	sk									Press	entation	127	

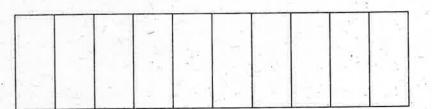
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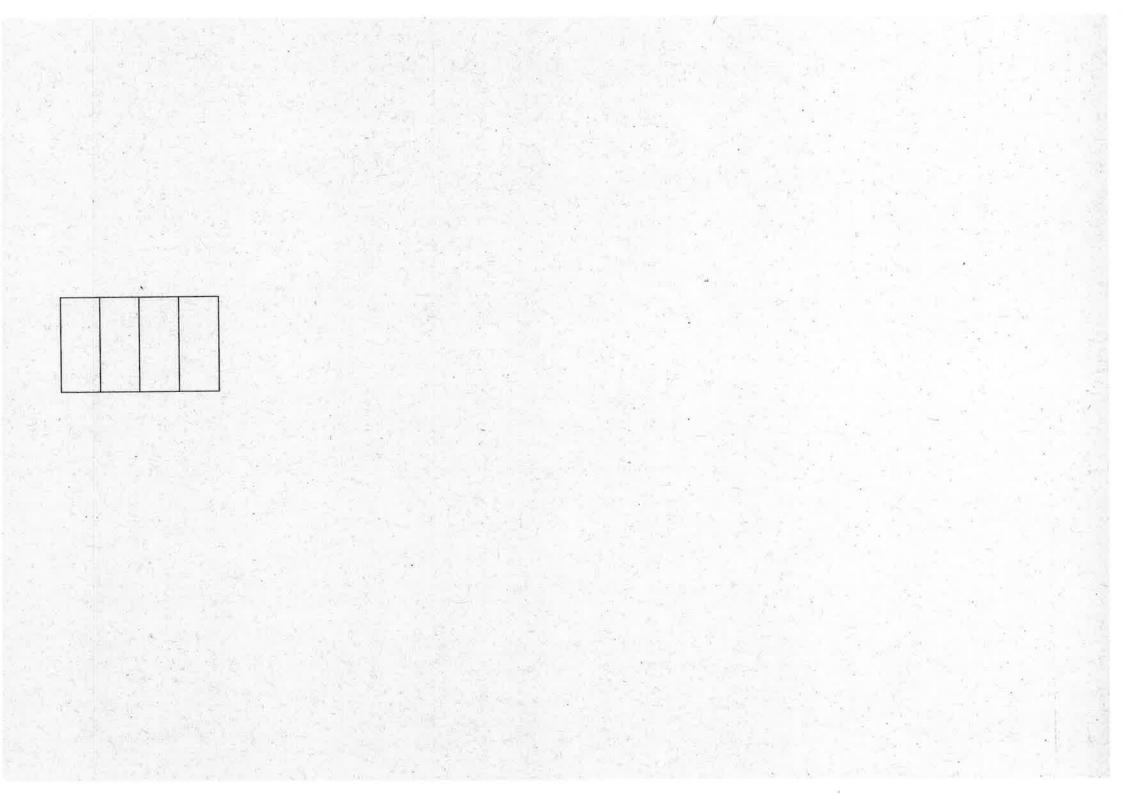
SKILLS (including literacy and numeracy)		Knowledge and understanding of historical e	Understanding of abstract historical terms (A01)	Understanding historical concepts (A02)		Knowledge and understanding of historical e	Understanding of abstract historical terms	Understanding historical concepts			Knowledge and understanding of historical s	Understanding of abstract historical terms	
Year 10	How far w	as there	continuit	y and change in the hist	ory of cri	me and p	ounishmer	t in the ye	ears c.1000 - today	?			
Year 10 topics	C1000-c1500:	Crime & pur	nishment in n	nedieval England	Crime and	Punishment	1500- 1700	***		Crime and Pu	nishment 1700-	-1900	
Knowledge and Interleaving (if relevant)		Saxon crime prevention	Crime prevention change in the Later Middle Ages?	Did the church help or hinder justice in the early 13th century	Why were Monarchs so worried about new crimes 1500-1700?	Gunpowder plotters	Witch craze in the 17th century	Mary Jones	Why were Monarchs so worried about new crimes 1500-1700?	'new' crimes in the Industrial period	Transportation to Australia a		
RATIONALE (including \$MSC)	explore the ke period To prep	y features of a pare for exam	nature of crim questions on	ment criteria and objectives. To e and punishment in the medieval this topic through careful at of technique and knowledge.	evaluating of nature of cri	hange and come. To prepa	ontinuity on the re for exam qu	themes of polestions on this	n this period with a view to icing, punishment and topic through careful e and knowledge.	evaluating (are for exam que	es of crime and inuity on the the estions on this to leopment of tech	
Do Now / Retrieval Practice at the start of lesson – E.g.	Key words def Questioning at Recap from pr Review essay	nd short writte evious lessor	- Unit 25	iraft/re write section	Key words definition Questioning and short written task Recap from previous lesson Review essay question feedback and redraft/re write section					Key words definition Questioning and short written task Recap from previous lesson Review essay question feedback and redra			
FORMATIVE ASSESSMENT(S)		Practice questions A01,A02,A03 All exam-type questions covered; recall, explain why, significance etc.				estions A01,A	AO2,AO3	Practice questions A01,A02,A03 All exam-type questions covered; recall, exp					
SUMMATIVE ASSESSMENT	Mock exaπ/End of Unit test					/End of Unit t	est	Mock exam/End of Unit test					
HOMEWORK that incorporates previous learning (specing)	Research, time lines, data capture Exam practice questions				Research, time lines, data capture						Research, time lines, data capture Exam practice questions		
USEFUL WEBSITES			347				BBC Bite	size, History le	arning zone	71		15. 75	

Understanding historical concepts	Knowledge and understanding of historical is Understanding of abstract historical terms.	Knowledge and understanding of historical s Understanding of abstract historical terms Understanding historical correspts	Knowledge and understanding of historical s			
	Crime and Punishment c1900–present: Crime and punishment in modern Britain	Crime and punishment - evaluating change over time	Whitechapel, c1870–c1900: crime, policing a			
Bloody Code abolished Separate System Law enforcement in 1700-1900	crime in the policing in the Twentieth Twentieth Twentieth Twentieth	Nature of law enforcement changed through history Nature of criminal what are the key factors of activity changed through history	Whitechapel in the East End help the Ripper to commit his murders?			
punishment in this period with a view to mes of policing, punishment and nature of pic through careful understanding, planning inique and knowledge.	To explore the key features of crime and punishment in this period with a view to	To explore the key features of crime and punishment in this period with a view to evaluating change and continuity on the themes of policing, punishment and nature of crime To prepare for exam questions on this topic through careful understanding, planning and devleopment of technique and knowledge.				
	Key words definition Questioning and short written task Recap from previous lesson Review essay question feedback and redraft/re write section	Key words definition Questioning and short written task Recap from previous lesson Review essay question feedback and redraft/re write section	Key words definition Questioning and short written task Recap from previous lesson Review essay question feedback and redraft/re			
in why, significance etc.	Practice questions A01,A02,A03 All exam-type questions covered; recall, explain why, significance etc.	Practice questions A01,A02,A03 All exam-type questions covered; recall, explain why, significance etc.	Practice questions A01,A02,A03, A04 All exam-type questions covered; recall, explain			
	Mock exam/End of Unit test	Mock exam/End of Unit test	Mock exam/End of Unit test			
	Research, time lines, data capture	Research, time lines, data capture Exam practice questions	Research, time lines, data capture Exam practice questions			
	Exam practice questions	BBC Bitesize, History learning zone				

Understanding historical concepts				Knowledge and understanding of historical s	Understanding of abstract haltorical terms	Understanding historical corcepts		Knowledge and understanding of historical e	Understanding of abstract historical terms	Understanding historical concepts			Konwiedge and understanding of historical s	Understanding of abstract haltorical terms
nd the inner c	sity			e the key for	HILL PROPERTY.	contributions of Eliza	Threats to I	N-September 2	politics an	d society i	n the year 1558-158	8? Elizabethan	society	
Why did the Whitechapel police fear a race riot?	London Police as stupid?	Warren versus Henderson	Elizabeth's character and reign	Elizabethan society and government	What problems did Elizabeth face in 1558	What kind of Church did Elizabeth choose in 1559?	Challenge from the Puritans	Mary Queen of Scots in 1568?	Northern Earls Revolt in 1569	Catholic plots	Why was Mary, Queen Spanish of Scots Armada executed?	Increase in poverty and vagabondag e in Elizabethan England	Golden Age	Education under Elizabeth
criteria and objeusing sources a h careful under	and making in	nferences, To	explore the b monarchy sys	ackground to E tem in 1558. To	lizabeth's ascens prepare for exam	ent criteria and objectives. To ion and the nature of the British n questions on this topic Ihrough ent of technique and knowledge.	threats in Elizabeth o	vestigating whic vercame these I	ch threats were threats. To prej	the most conce pare for exam q	m. To evaluate the range of rning, why and the methods uestions on this topic through echnique and knowledge	vagab Elizabethan	ondage, povei socety was ' a	ures of Elizabetharty and exploration agolden age '. To standing, plannir knowle
write section			Recap from pr	nd short written evious lesson		ift/re write section	Recap from	efinition and short writte previous lesson y and question t		edraft/re write s	ection	Recap from	and short writ previous lesso	
ı why, significar	nce etc.	4 8		ions A01,A02,A		n why, significance etc.		stions A01,A02		plain why, signi	ficance etc.		stions A01,AC	D2,AO3 overed; reçall, ex
			Mock exam/En	d of Unit test			Mock exam/	End of Unit test			·	Mock exam/	End of Unit tes	șt
		10	Research, time	lines, data cap	oture		Research, ti	me fines, data ca		tice questions		Research, ti	me lines, data	capture
			Va IVIII							A 14	BBC Bitesize, History lear			

Knowledge and understanding of historical a Understanding of abstract historical terms- Understanding historical concepts
Evaluating Elizabeth
Does Elizabeth deserve her successful reputation?
To evaluate the key features of Elizabethan England and assess how much change occurred during her period of reign. To prepare for exam questions on this topic through careful understanding, planning and devleopment of technique and knowledge.
Key words definition Questioning and short written task Recap from previous lesson Review essay and question feedback and redraft/re write section
Practice questions A01,A02,A03 All exam-type questions covered; recall, explain why, significance etc.
Mock exam/End of Unit lest
Research, time lines, data capture





SKILLS (including literacy and numeracy)	Knowledge and understanding of historical sign) Understanding of abstract historical terms (A01) Understanding historical concepts (A02)	Knowledge and understanding of historical signi- Understanding of abstract haltorical terms. Understanding historical concepts	Knowředge and underständing of historical signi
Year 11	How far was the transformation of Russian from an autocr	atic state to a communist one a success in the years 1917-19	
Year 11 topics	Tsarist Russia	Russia under Lenin	Stalin's Russia
Knowledge and Interleaving (if relevant)	Why was Russia Opposition to difficult to the tear World War Revolution Provisional Govt	Bolsheviks Consolidationof Lenin & Civil War Kornilov Revolt NEP October power War Communism	Stalin gain power Consolidation of power
RATIONALE (including SMSC)	To introduce the unit of study and assessment criteria and objectives. To explore the key features of Tsarist rule and to appreciate the problems leading to revolution	To understand why there was a second revolution in Russia in 1917 and the nature of communism under Lenin. Similarity and difference pre-Boslhevik rule to Leninist rule	To explore Stalin's rule and ho Russia. E
Do Now / Retrieval Practice at the start of lesson – E.g.	Key words definition Recap from previous lesson Questioning and short written task Role play Review essay question feedback and redraft/re write section film clips	Key wrods definition Recap from pervious lesson Questioning and short written task Review essay question feedback and redraft/re write section Film/song clips	Key words definition Recap from previous lesson questioning and short written tas Review essay question feedback Film/song clips
FORMATIVE ASSESSMENT(S)	Short written tasks, plenary evaluations, all exam-type questions covered EG.Exam technique - Explain why WW1 had a great impact on Russia/Why were there revolutions in Russia Eg Why did the Bolsheviks win the Civil War?	short written tasks, pleanry evaluations all exam-type questions covered eg Why did the Bolsheviks win the Civil War	short written tasks, pleanry evalual exam-type questions covered policy? Give one re-
SUMMATIVE ASSESSMENT	End of unit test	End of unit test	Mock examination
HOMEWORK that incorporates previous learning (spacing)	Research, time lines, data capture Exam technique/essays	Research, time lines, data capture Exam technique	-Research, time lines, data capt
USEFUL WEBSITES		BBC Bilesize, History learning zone	

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Understanding of ebstract hislorical terms	Understanding historizal concepts				Knowledge and understanding of historical styr	Understanding of abstract haltorical terms	Understanding historical concepts			Knowledge and understanding of historical sign	Understanding of abstract historical terms	Understanding historical concepts		
									What were	the key tu	rning poin	ts in the s	uperpower r	elations i
				Impact of Sta	ılin's Russia	THE P		7 - 13	Superpower re	lations 1941-91	l-origins of Col	d War		
Cult of Stalin	Methods of control - purges/ show trials	Industrialisatio Co		Effects of Industrialisati on	Effects of collectivisation	Culture under Stalin	Religion under Education Stalin under Stalin	Evaluating Stalin	War-time conferences	ideological differences between superpowers	containmnets	Berlin Crisis 1948-49	Rival alliances	Arms Race
	power and his ke ature and impact	y policies to moden on society	nise Soviet	To understand changed dran	d and evaluate the natically. Compa	ne impact of Sta arisons with life	lin'srule on the Soviet Union and under Lenin. Purpose and exter	d how society nt of change	superpowers a	and evaluate the and the shifting a cus of Germany	lliances, growth	os Soviet expa	arted , the differer ansion, developmo ast-West rivlary	nces between t ent of the Cold
			nise Soviet	changed dran	natically. Compa	arisons with life	lin'srule on the Soviet Union and under Lenin. Purpose and exter short written tasks	d how society nt of change	superpowers a War and the for recap	ind the shifting a cus of Germany	illiances, growth in the conflict a	os Soviet expa	ansion, developme	nces between ent of the Colo
			nise Soviet	changed dran Recap from p Recap from p	natically. Compa revious lesson, or revious lesson	arisons with life of the life	under Lenin. Purpose and exter	d how society nt of change	superpowers a War and the for recap questioning and	and the shifting a cus of Germany d short written ta	illiances, growth in the conflict an	os Soviet expa	ansion, developme	nces between ent of the Colc
aluating the n	ature and impact		nise Soviet	changed dran Recap from p Recap from p Questioning a	natically. Compa revious lesson, or revious lesson and short written	arisons with life of the life	under Lenin. Purpose and exter	d how society nt of change	superpowers a War and the for recap questioning and Review essay	ind the shifting a cus of Germany	illiances, growth in the conflict an isks draft	os Soviet expa	ansion, developme	nces between ent of the Colo
	ature and impact		nise Soviet	changed dran Recap from p Recap from p Questioning a	revious lesson, orevious lesson and short written y question feedba	arisons with life of the life	under Lenin. Purpose and exter	d how society nt of change	superpowers a War and the for recap questioning and Review essay	and the shifting a cus of Germany d short written ta feedback and re sources inferences	illiances, growth in the conflict an isks draft	os Soviet expa	ansion, developme	nces between ent of the Cold
aluating the n	ature and impact		nise Soviet	changed dran Recap from p Recap from p Questioning a Review essay Film/photo clip	revious lesson, orevious lesson and short written y question feedba	arisons with life of the second secon	under Lenin. Purpose and exter	d how society nt of change	superpowers a War and the for recap questioning and Review essay to	and the shifting a cus of Germany d short written ta feedback and re sources inferences	illiances, growth in the conflict an isks draft	os Soviet expa	ansion, developme	nces between ent of the Colc
aluating the n	ature and impact		nise Soviet	changed dran Recap from p Recap from p Questioning a Review essay Film/photo clip	revious lesson, or revious lesson and short written y question feedba	arisons with life of the life	under Lenin. Purpose and exter	d how society nt of change	superpowers a War and the for recap questioning and Review essay the short film clips/ End of unit test Key terms	and the shifting a cus of Germany d short written ta feedback and re sources inferences	illiances, growth in the conflict ar insks draft sing	os Soviet expa	ansion, developme	nces between ent of the Colo
aluating the n	ature and impact			changed dram Recap from p Recap from p Questioning a Review essay Film/photo clip End of unit tes short written t	revious lesson, orevious lesson and short written y question feedbases st essay AO1, A	questioning and task and redraft/i	under Lenin. Purpose and exter	d how society nt of change	superpowers a War and the for recap questioning and Review essay the short film clips/ End of unit test Key terms short written ta	and the shifting a cus of Germany d short written to feedback and re sources inference A01,A02,A03	illiances, growth in the conflict and isks draft cing evaluations	os Soviet expand growth of Ea	ansion, developm ast-West rivlary	nces between nent of the Colo
aluating the n and redraft/re tions	ature and impact	on society on Stalin's collectivi		changed dram Recap from p Recap from p Questioning a Review essay Film/photo clip End of unit tes short written t	revious lesson, orevious lesson and short written y question feedbast essay AO1, Acass, pleanry eval	arisons with life of the life	under Lenin. Purpose and exter	d how society nt of change	superpowers a War and the for recap questioning and Review essay the short film clips/ End of unit test Key terms short written ta	and the shifting a cus of Germany d short written to feedback and re sources inferent A01,A02,A03	illiances, growth in the conflict and isks draft cing evaluations	os Soviet expand growth of Ea	ansion, developm ast-West rivlary	nces between fent of the Cold
aluating the n and redraft/re tions	ature and impact write section	on society on Stalin's collectivi		changed dram Recap from p Recap from p Questioning a Review essay Film/photo clip End of unit tes short written t	revious lesson, orevious lesson and short written y question feedbast essay AO1, Amasks, pleanry eval	arisons with life of the life	under Lenin. Purpose and exters short written tasks re write section	d how society nt of change	superpowers a War and the for recap questioning and Review essay the short film clips/ End of unit test Key terms short written ta	and the shifting a cus of Germany d short written to feedback and re sources inference A01,A02,A03 sks and plenary s eg Expalin two	illiances, growth in the conflict and isks draft cing evaluations	os Soviet expand growth of Ea	ansion, developm ast-West rivlary	nces between in the Cold
and redraft/re tions	ature and impact write section	on society on Stalin's collectivi		changed dram Recap from p Recap from p Questioning a Review essay Film/photo clip End of unit ter all exam-type End of unit ter	revious lesson, orevious lesson and short written y question feedbast essay AO1, A asks, pleanry eval	arisons with life of the life	under Lenin. Purpose and exters short written tasks re write section	d how society nt of change	superpowers a War and the for recap questioning and Review essay the short film clips/ End of unit test Key terms short written ta Exam question	and the shifting a cus of Germany d short written to feedback and re sources inferent A01,A02,A03 sks and plenary	illiances, growth in the conflict and isks draft cing evaluations	os Soviet expand growth of Ea	ansion, developm ast-West rivlary	nces between ent of the Colo
and redraft/re tions	ature and impact write section	on society on Stalin's collectivi		changed dram Recap from p Recap from p Questioning a Review essay Film/photo clip End of unit ter all exam-type End of unit ter Mock examin	revious lesson, orevious lesson and short written y question feedbast essay AO1, A asks, pleanry eval	questioning and task O2 AO3 uations red Give two thing	under Lenin. Purpose and exters short written tasks re write section	d how society nt of change	superpowers a War and the for recap questioning and Review essay short film clips/ End of unit test Key terms short written ta Exam question End of unit test Mock examina	and the shifting a cus of Germany d short written to feedback and re sources inferent A01,A02,A03 sks and plenary	ulliances, growth in the conflict and asks draft cing evaluations or consequences	os Soviet expand growth of Ea	ansion, developm ast-West rivlary	nces between ent of the Colo

	Knowledge and understanding of historical signi	Understanding of abstract historical terms	Understanding historical concepts			Knowledge and understanding of historical signi	Understanding of abstract historical terms	Understanding historical concepts					
	1941-1990?				End of the f	Cold War 1970-91							
Cold War crises Berlin Crisis and building of Wall 58-61	Cuban Missile Crisis 1962		Invasion of Czechoslo	vakia	Détente	Afghanistan and the 'Second Cold War'	Collapse of Soviet control of eastern Europe	Gorbachev	Fall of Berlin War				
Three-Cold Wa	r crises- how they	came to be k	ey flashpoints in Cold Wa hort and long-term	ar - causes, events and	Examining the hope at the end of the 1960s and 70s reflecting improvement in superpower relations to the impact of invasion of Afghanistan and the 'Second Cold War'. Reasons for the endo fithe Cold War								
Review essay fo	ort written tasks eedback/redraft sources and inferences	encing			Key words recap from pervious lesson Questioning and short written tasks Review essay question feedback and redraft secotion Film/song clips								
Exam questions			nd plenary evaluations fithe Prague Spring		short written tasks and plenary evaluations Exam questions eg Explain the importance of SALT 1 Eg Explain two consequences of the soviet invasion of Afghanistan								
End of unit test			xamination		End of unit test Mock examination Research, time lines, data capture,								
Research, time	lines, data captur				CHARLES OF								

SKILLS (including literacy and	(Growledge and understanding of historical e	Understanding of abstract hallorical terms (A01) Understanding halorical concepts (A02)		Knowledge and understanding of historical &	Understanding of abstract historical terms Linderstanding historical concepts		Knowledge and understanding of historical	Understanding of abstract hallorical terms Understanding historical concepts			
Year 12	How far dld aspect	s of life, the ecor	nomy, politics and	opposition change	and continue in	Germany in the year	ars 1919-1990?		議員造業階		
Year 12 topics	1, Weimar - 1918-1923	Live of		2. Weimar - Golden Years	1924-1929	Santi Control	3. Weimar - Great Depre	ssion	,		
Knowledge and Interleaving (if relevent)	Impact of World War One	Establishment of the Weimar Republic	Threats from the Left & Right	Politics and economy	Foreign policy	Culture and Society	Impact of the Great Depression	Governments	Collapse of Weimar		
RATIONALE (including SMSC)	To introduce the unit of stur the key features of Weimer implications of its origins in of Versailles.	's establishment and to ex	ia and objectives. To explore valuate the stability and rid War One and the Treaty		d culture. Students will t	use their understanding of	To explore the impact of the Great Depression and evaluate the role it plays is the downfall of the Weimar Republic and subsequence rise of Hitler. Understanding the collapse of the democratic system during the year of 1929 1933. key words definition Visual stimuli to spark discussion Review last lesson with key words, questioning or short written task Review essay question feedback and redraft/re write section Discussion or questions based on previous lesson How far do you agree that economic problems were the main consequence of the TOV for Germany 1919-337 AO1, AO2, AO3 Questioning in lessons, short written tasks, plenary evaluations				
Do Now / Retrieval Practice at the start of lesson – E.g.	key words definition Visual stimuli to spark discu- Review last lesson with key Review essay question feet Discussion or questions ba	words, questioning or sh		key words definition Visual stimuli to spark disc Review last lesson with ke Review essay question fer Discussion or questions b	y words, questioning or adback and redraft/re wr	ite section					
FORMATIVE ASSESSMENT(S)	Prouss: We have republic I	but no republicans' - esse		Were the Golden years re Questioning in lessons, sh	ally golden? A01, A02, A	ю3					
SUMMATIVE ASSESSMENT	Mock exam to be complete year 13	d at end of year 12, main	A level to follow at end of	Mock exam to be complet year 13	ed at end of year 12, ma	in A level to follow at end of					
HOMEWORK that incorporates previous learning (specing)	Research tasks, question	s from textbook on releva	ant pages	Research tasks, questions from textbook on relevant pages							
USEFUL WEBSITES				BBC	Bitesize, History learning	g zone					

nding of historical of historical terms ical convepts		nding of historical ct historical terms rical concepts	t historical	rical term	of historical series orical terms
Nanding of tract haifor	CONTROL OF THE PARTY OF THE PAR		of to go by the second	rstanding of abstract historical terms indenstanding historical concepts	the state of the s
and under		dge and understa fanding of abstra densianding histo	pun pue	ding of abs	and understar
nderstandin		Underständi	ad polywork	Understan	Chowledge

4. Nazi Germany - Consolidation of power	5. Nazi Germany	6. Nazi Germany - Causes of World War Two	7. Nal Germany - The war years			
Rise of the Nazis Legal Revolution Gleischaftung	Ideology Economy Society Party and & Terror & Culture ar state Opposition	German Hitler's Invasion of & Appeaseme League of Nations	Germany at war			
To understand and evaluate the rise of the Nazis through looking at the role of propaganda, legal means and political infrastructure. To apply knowledge to complete a comparison with the Welmer on these themes.	To explore and evaluate the impact of Nazi ideology, economy, society, party an state, propaganda, terror and opposition and culture and treatment of minoroties apply knowledge to complete a comparison with the Welmer on these themes.		To consolidate key understanding of life during WWZ minorities and other groups. To apply knowledge to with the Weimer on these their			
key words definition Visual stimuli to spark discussion Review last lesson with key words, questioning or short written task using worksheet Review essay question feedback and redraft/re write section Discussion or questions based on previous lesson	key words definition Visual stimuli to spark discussion Review last lesson with key words, questioning or short written task Review essay question feedback and redraft/re write section Discussion or questions based on previous lesson	Visual stimuli to spark discussion Review last tesson with key words, questioning or short written task Review essay question feedback and redraft/re write section	key words definition Visual stimuli to spark discussion Review last lesson with key words, questioning or st Review essay question feedback and redraft/re write Discussion or questions based on previous lesson			
revolution? A01, A02, A03	Optional essay to be set in class on key theme of Nazi Germany (part A question) A01, A A03 Questioning in lessons, short written tasks, plenary evaluations	Questioning in lessons, short written tasks, plenary evaluations	Part C Interpretations unit AO4 practice essays, sou Optional class essay on asepct of life; treatment of Questioning in lessons, short written tasks, plenary			
Mock exam to be completed at end of year 12, main A level to follow at end of year 13	Mock exam to be completed at end of year 12, main A level to follow at end of y 13	Mock exam to be completed at end of year 12, main A level to follow at end of year 13	Mock exam to be completed at end of year 12, main year 13			
How accurate it is to say that Hiller's rise to becoming a dictator was achieved by legal revolution? A01, A02, AO3 Research tasks, questions from textbook on relevant pages	Research tasks, questions from textbook on relevant pages	Research tasks, questions from textbook on relevant pages	Research lasks, questions from textbook on releva			
	BBC Bitesize, History learning zone		E-1/2 4/-			

	Knowledge and understanding of historical is	Understanding of abstract historical farms	Understanding historical concepts			Anowledge and understanding of historical s	Understanding of abstract halloncal ferms	Understanding historical concepts			Knowledge and understanding of historical s	Understanding of abstract hallorical terms	Understanding historical concepts			
	8. FRG - Adenauer era				9. FRG - T	he final decad	es			What were the key features of the politics, economy and life in Ital 1. The Liberal State c1911-18						
Final Solution	Return to democratic governments	Politics under Adenaur	Economy under Adenaur	Opposition in 50s and 60s	Political changes	Economic changes in 60s and 70s	Opposition in 1970s	Life in the FRG	Overview and comparison	Characteristics of c19 Italy	Giolitti's government, 1911	Growing instability 1912- 1914	First World	d War: events and impact		
under the Nazis for ethni complete a comparison tes.	ic To understand the conte allies. Explore key po	litical, econo	ermany was let mic and treatn s of Adenaur	it after WW2 and treated by nent of political opponent	To unders	tand the key fe	hole course	final decades of with review of co vitles.	the FRG. To consolidate ontent and comparison	Understand characteristics of Italy prior to the rise of Fascism, as well as social, econ political tensions that paved way for fascism, eg North-South divide, lack of econor political infrastructure, Trasformismo, clientelism, foreign policy blunders, enfranchise the Italian people, decline of the Liberal state						
ort written task section		key words, o	d redraft/re wri	te section	Review las	nuli to spark dis st lesson with k	ey words, que	estioning or sho edraft/re write s		Knowledge organisers: based on structure of essay. Essay plan for final essay Annotation of sample essay on first topic Creation of summary notes Comprehension questions (differentiated/colour coded)						
>e analysis inorities either part A or l	Chancellor democracy e	Review essay question feedback and redraft/re write section Discussion or questions based on previous lesson Chancellor democracy essay A01 A02 A02 Questioning in lessons, short written tasks, plenary evaluations					t anti-governi A01 AO2, A	ment protest cha	anged completely	To what extent was the Libyan war in 1911 the main reason for the failure of the Glolitti program? A01, A02, A03 Questioning in lessons, short written tasks, plenary evaluations.						
ર level to follow at end of	Mock exam to be compl year 13	Mock exam to be completed at end of year 12, main A level to follow at end o year 13					led at end of	year 12, main A	level to follow at end of	Mock exam to be completed at end of year 12, main A level to follow at end of year 13						
						Creation of summary notes/preparatory notes relating to all lessons search tasks, questions from textbook on relevant pages Preparation for essays (plans)						sons				

	Knewledge and understanding of historical s	Understanding of abstract haltorical terms	Understanding historical concepts		Knowledge and understanding of historical s	Understanding of abstract hatlorical terms	Understanding httprical concepts		Crewledge and understanding of historical is	Understanding of abstract historical terms	Understanding historical concepts			
e years 191: 2. The Rise of		the creation of a	fascist dictatorship 1919-26	3. The fascist	state, 1925-40			4. Challenges	to, and the fall	of, the fascist st	ate, c1935-46			
Challenges to Liberal State post-WW1	Mussolini &Developmen of Fascism 1919-22	Mussolini gaining power 1920-22	Creation of fascist dictatorship 1922-26	Consent and control	Political and economic interests' relation with state	Economic policies	Relations with Catholic Church	International standing 1935	Foreign policey 1935- 40	Impact of WWII 194-43	Restoration of democracy 1943-6			
parlicula	r, weeknesses	of political oppone	in the years 1922-6, the role of Mussolini in ints and the role of elites in enabling the Great power status, Anti communism, socio ility, Aularky	polici	ies and their ac	tual implementatio	e in relation to its own stated objectives and on, Indoctrination, censorship, the police n, Batlles for grain /Marshes/babies etc.	Explore changes in Italian foreign policy leading to the First World War eg Pact of Steet,le military preparedness, the over extended nature of the Italian Army, Military Blunders, S Republic and the downfall of Musolini						
due to the mist Preparation/rea	akes of his poli ading notes for n questions (dif	tical opponents?	olini's consolidation of power from 1922-26	10-11 N	on questions (d	reach question	r coded)	Essay plans Preparatory notes/reading notes for each lesson Comprehension questions (differentiated/colour coded) Knowledge organisers						
responsibility fo	or the murder of	e use of sources 1 f Matteotti in 1924 written tasks, plena				ini's economic poli	icles? A01, A02, A03	How significant were Italy's wartime economic problems in bringing about the collapse of Mussolini's fascist regime in 1943? Questioning in lessons, short written tasks, plenary evaluations.						
Mock exam to	be completed a	it end of year 12, n	nain A level to follow at end of year 13	Mock exam to	be completed	at end of year 12,	main A level to follow at end of year 13	Mock exam to be completed at end of year 12, main A level to follow at end of year 13						
Creation of sur	mmary notes/pr	eparatory notes re	ating to all lessons	Creation of su	mmary notes/p	reparatory notes r	elating to all lessons	Creation of summary notes/preparatory notes relating to all lessons						

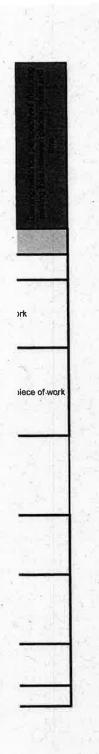
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SKILLS (including literacy and numeracy)		Knowledge and understanding of historical	Understanding of abstract historical terms (A01)	Understanding historical concepts (A02)				Knowledge and understanding of historical	Understanding of abstract hislorical terms	Understanding historical concepts				Knowledge and understanding of historical	Understanding of abstract historical terms	Understanding historical concepts		
Year 13	How di	d Brital	n gain a	and los	e an em	pire in t	he year	s 1763 -	19147							TOTAL STATE		
Year 13 topics	Breadth s	tudy - Tra	de				Breadth S	tudy Navy					Case St	udy 1. Ame	erica			
Knowledge and Interleaving (if relevant)	Trade and Industriali sation	Mercantili sm	War and competition	Free trade and repeal	Abolitiono f slavery	Entrepots	exploratio n	War and Age of sail	Bases	Victory and Pax Britannica	Technolo gy - industrial sation	of breadth			Boston massacre and Tea party	Intolerable acts and First Continental Congress	War of Independ ence 1	War of Independence 2
RATIONALE (including SMSC)	to identifiyi continuity a this topic t	ng and eva and develo hrough car	res of trade aluating key pment. To peful underst nique and ke	reasons a prepare for tanding, pla	nd factors f exam ques	or change,	Explore the key features of the navy between 1764-1914 with a view to identifying and evaluating key reasons and factors for change, continuity and development. To prepare for exam questions on this topic through careful understanding, planning and devleopment of technique and knowledge						To explore the key features of America (13 colonies) and its role in the British Empire. To understand the reasons behind it wanting independence and explore how it gained independence. To prepare for exam questions on this topic through careful understanding, planning and devleopment of technique and knowledge					
Do Now / Retrieval Practice at the start of lesson – E.g.	Review las task Review es	nuli to spar st lesson w say questi	k discussion ith key word on feedback ons based o	ds, question	ift/re write s		key words definition Visual stimuli to spark discussion Review last lesson with key words, questioning or short written task Review essay question feedback and redraft/re write section Discussion or questions based on previous lesson					key words definition Visual stimuli to spark discussion Review last lesson with key words, questioning or short written task Review essay question feedback and redraft/re write section Discussion or questions based on previous lesson						
FORMATIVE ASSESSMENT(S)			and exam p	-		3		77 F	_	practice, A)3	in class	questioning	and exam	practice, AC	1, A02, A0	3, AO4
SUMMATIVE ASSESSMENT	Essay 1 A	Essay 1 A01,A02,A03 Ess						Essay 2 Mock exam in Nov/December A01,AO2,AO3					Essay 3 A01,A02,A03, A04					
	Research	tasks, que	stions from	textbook o	n relevant j	pages	Research	tasks, que	stions fro	m textbook	on relevant	pages	Researc	ch tasks, qu	estions fron	n textbook o	n relevant	pages
HOMEWORK that Incorporates previous learning (specing)	Research	tasks, que	stions from	textbook o	n relevant p	oages	Research	tasks, que	stions fro	m textbook	on relevant	pages	Researc	ch tasks, qu	estions fron	n textbook o	n relevant	pages
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Knowledge and understanding of historical Understanding of abstract historical terms Understanding historical consepts			Forevieldge and understanding of historical	Understanding historical concepts			Knowledge and understanding of historical	Understanding of abstract historical terms	Understanding historical concepts				convedige and understanding of histories	Understanding of abstract hsilorical terms	Understanding histofreel concepts	
		Con Stud	tu 2 Connda	The Royal Control		Case stud	ly 4 India		STREET, STREET	AND DESCRIPTION	SERVINE	Case Stu	dy 5 nile V	alley	(- ,-	
The birth Role of Macquari Australia Convicts to settlers Impact of Abort Abort Settlers Role of Macquari to settlers	ginal Change if	Key features of the Canadas	ty 3 Canada Tensions in Canada	Causes, course and results of conflict	Durham Report and impact	East India company	Bengal	Sleeman, Sati and missionari es	Causes and course of Indian mutiny	Course and conseque nces of Indian mutiny	Why Britain retained control	Introducti on to Egypt	Capturing Egypt	The	Ruling Egypt	The Sudan
To explore the key features of Australia and its rol Empire. To understand the reasons behind its sele development and contribution to Britain. To prepar questions on this topic through careful understand and devleopment of technique and knowledge	ection, e for exam	role in the conflict will To prepare	e the key features of U British Empire. To und th Britain and the resul e for exam questions of ding, planning and dev	derstand the reasons t ts and impact of Durh on this topic through c	behind the am report. areful	its role in the conflict questions	e the key fe the Brilish I it with Brita on this top opment of t	mpire. To n and the r c through o	understand esults of it. areful unde	I the reason To prepare erstanding,	ns behind e for exam	British En inolvement prepare for	npire. To ur nt in both E or exam qu nding, plann	derstand the gypt and Su estions on	he reasons udan and th this topic th	Sudan and it s behind Brit he results of hrough care of technique
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Essay 4 A01,A02,A03, A04	A01,A02,A03, A04 Essay 5 A01,A02,A03, A04					Essay 6 /	A01,AO2,A	03, AO4			***	Essay 7	A01,AO2,A	O3, AO4		
Research tasks, questions from textbook on rele	ant pages	Research	tasks, questions from	textbook on relevant	pages	Research	ı tasks, que	stions fron	textbook	on relevant	pages	Research	h tasks, que	estions fron	n textbook	on relevant
Research tasks, questions from textbook on relev	ant pages	Research	tasks, questions from	textbook on relevant	pages	Research	tasks, que	stions from	textbook	on relevant	pages	Research	h tasks, que	estions from	n textbook	on relevant
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Knowledge and understanding of historica	Understanding of abstract hallorical terms	Understanding historical concepts			Knowledge and understanding of historica	Understanding of abstract hsilorical terms Understanding historical concepts		Knowledge and understanding of historical Understanding of abstract historical terms	Understanding historical concepts
How far was German n	nilitarism th	ne main caus	e of World Wa	r One?					
Imperialism Imperialism Content and cont	Alliances	Diplomacy	Rising nationalism in Austria- Hungary and the Ottoman Empire	July crisis	Introduction to interpretations	Summer work - independent analysis	Research	Introduction to the markscheme and requirements	
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Paper/component	Paper 1: Fitness and Body Systems	Paper 1; Fitness and Body Systems	Paper 1: Fitness and Body System	Paper 1: Fitness and Body Systems	Personal Exercise Programme coursework
(topic	Topic 1: Applied anatomy and physiology (Musculo-skeletari system)	Topic 1: Applied anatomy and physiology (Cardiovascular system)	Topic 1: Applied anatomy and physiology (Respiratory System	m). Topic 3: Physical Training	Non examined practical and written assessmen
	Classifying, blandfring Classi	Structure and HR, SV and structure short and cong term and the CV and duling function selects of	Stricture Stricture Apply the and Franchise and Franchise of the Revision to Revision t	and declared control of the control	Undertail of the control of the cont
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to New / Retrieval Practice	Do Now Tasks at the etast of all leasense - Restricted of pseudous logistics in M-9 anit or assessment prior throughous from KS3 polimons or general transviolage. HW tests tints Stessial and muscler system logisther	Low here rases at the start of an exposure. Link back for be long term effect of exercise on the AG system; mouth rypestrophy feshed with carried hypothrophy. Link between function of the bories (production of each and white book code site) and the CV system. There by year of muscles stught in Topic 1 - tolied to Carolice muscles. In the CV system of the CV system of the CV system of the CV system of the CV system function of the CV system (scitting). Functions of the CV system (scitting). Functions of the CV system (scitting). Function of the CV system (scitting). Students to the CV system function of the CV system (scitting) and the CV system function of the CV system (scitting) and the CV system function of the CV system function of the CV system function of the CV system. Students touch upon the londwedge of the characteristics with new touchdage of capillacies and long farm effects of training on the CV system (sestimates in self-capit) and the CV system of the CV system (sestimates in self-capit) and the CV system function of the CV system of the CV syst	No Nov Tablise wherl of main beason loves bean to Figure 1 (CV synthetig) Topic tops 3.35(b)(1,000) etc) into fixer effects of exemble on M-S and biblem, levided insulate fix to displayment of information insulated insulated in the control of the control o	Do New Yarks at the start of each leason - lesto will Topic 1 (spec 1.6) - long term effects of exercise 1.0 to least to the characteristics of research lessons of the start	W Students will be constrictly estimated in the students of th
Julijarete Practice	Active learning: gridelijskelikinni; ches qu'azzes; independent group work; filipped chercom learning: minimy lealer; labelling; applying trootvedge to extern bassel questions (AO1, AO2, A	Applying knolvedge to exem based questions (AC1, AC2, AC3). Peet pengages templates the coeffolding Elem board workshelmit, class quitzles. Practical lesson - CM rystem' Organizated and deoxygenated blookstracture.	Applying knolwedge to extrm based questlene (AC1, A AC0). Peut pirangreph templates for scaffolding Exam board wordshaeds Class right Practical/Active tearning to epoly K&U to real life	Applying soldwidges or shart desort (please) for AO2, AO3, AO3 Peal paringright in registre for scaffolding Earn boald viorishiests; clease quizzues, Mhemonold and assurinyes used to help memories OOF, MOT POT. Active learning table for student engagement and to be be active to the format and the shart student engagement and to be be actived.	Man examined exposement. Studiets are working independently to plan, implament, analyse and evaluate by PEP.
ORBATIVE I PREDBACK		Formal Fandback - 1 x CW bask and 1 x HW bask Blantant DIRY tasks follow all real	fking of work		Non-specific fundpack cain apply be provided all that stage.
DHINATWE		Regular work linked to PEP - should be not and feedback given at	this stage in privance of CW completion Inachpack others to be used and white class sections to be provided. Inachpack DNT Imaks follow all shartleng of work	THE REAL PROPERTY.	THE REST

SKOLLS (Incleding Nichacy/Inumeracy).	The first for the control of the con	(agr) (numbers on inclinational plans from exposure of the beauty by the single from exposure of the single from e	Apply (manifolds to top particularity is that ent.) Profit into the profit in	Apply income of the transmission of the common to send in control of the control	The state of the s
Paper/component	Paper 1: Fitness and Body Systems	Paper 2; Health and Performance	Paper 2: Health and Performance	Paper 2: Health and Performance Topic 3: Socio-cultural	Paper 1: Fitness and Body Systems Topic 2: Movement analysis
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ow is the taught		Theory beset. Applied focus to read the certaids in physical exhibits and sport.	Theory based with the addition for practical parts to the lossons (class dependent). Applied focus to real the contents in physici- activity and sport. Students can apply their showledge from the practical leasons and relation to the globance, tendout they are given as well as the types of stills they perform/learn.	Theory based. Applied focus to real life contents in physical activity and sport.	
WHY this order? And Inclusion of SMSC Social Moral Cultural Cultural	Students need a good prior tercevoldge of the student and execute system and how these systems work together to be white is access this logic. Students build on this troublogs and team how the macros-student system vortice as a lever system at the joint to create movement.	First Spice of Pages 2. Students can start to make links between pagess here in regards to Physical health. Impact of DRAW on physical health. Obligation self need their browledge of the CV and Respiratory system here to be able to undestand the negative impacts, inholosces some psychology content. The separations are filming in regards to consumption of macronizates to performance. Students need a pirar undestanding of the systems to undestanding of the systems to undestand how these 3 nuclearity sent in the body.	Leading on from the analony and physiology logics and Topic 1 of Paper 2, isolateds now have depth of understanding of the factors that undersip performance and the factor of the 10 to 2 to 2 and 5 hash. The stands only support Psychology for 30 to 3 to 10	Linus widely to SMSC	Students need a good joint knowskipp of the statetal and musculer system and how these systems work together to be able to access this topic. Students build on this knowledge and learn how the muscule statetal system works as a lever system of the joints to create represented.
Do Now I Retrieval Practice I Interleaving/specing	Do Nove Teads litric back to Mustaulo-sizalets! system. Links with the mustaular system (Topic 1) - Autogeomatic pains; structure and function of shaked in traction. Links to similarit systems (Topic 1) - [chells, ranges of movements, chesilaritation and other of boxes. HVI tosk - TBC	Link to energy sources in Topic 1 (1.3 spec) system) Aerobic and encovoice and use of carbs and this as energy sources. Link benefits of good physical health back in COFPCP and Long beam effects of the COFFCP and Long services of the CoFFCP and Long services health of PLF the by promote personnel health PERSONNEL STATE of the COFFCP and Long th	Studentia apply to their own training sessions and performance. Link to precize GCSE leasure. Cool selfing revised fever POT unit in term 3 of Y10. WY Task - TBC Link back to interpretation and analysis from the PEP, Student apply their aiddle so this topic.	Unic back to interpretation and analysis from the PEP. Students apply their editie is this tapic.	Do Now Tasks link tack to Alusculo-stated syntam. Unks with the measurar system (Triple 1) - Antegonistic pairs; structure and function of statetal muscles. Clinics is shalled system (Tople 1) - Joints, ranges of movements, classification and raise of bones. I'M tack - TBC
Daliberate Prectice	Applying knowledge to exam bessed questions (AO1, AO2, AO3). Peat paragraph templates for sectro-field ground templates for sectro-field ground templates. One of the control of the contr	Applying knolwedge to exam based questions (AO1, AO2, AO3). Peel paragraph templates for scaffolding than board worksheets Class quit Research bases HW and presentations.	Applying Innolwedge to examt based questions (AO1, AO2, AO3). Peal persignaph templates for scaffolding. Exam board worksheets. Class quite. Research based HW and presentations interpreting and using date for spripping.	Applying knokwedge to eatern bewed questions (AD1, AD2, AD3). Peel paragraph kamplates for acatroliding Exam board workshedts Class quite Research bosed HW snd presentations Adalvo learning - Students complete that own research by creating a questionment.	Applying knohwedge to exam based questions (A01, A02, A03). Peel paragraph hamplates for scalfolding Easer board von inhereds Question (Easer Question) and the peel paragraph peel prodel systems assessful for efudicing to understand how the 3 lever systems vorit.
RORMATIVE /			marking and freehands of classreams, work takes - vertical market Il Feedback - 1 x CW limb and 1 x HW tack per unit/half larm (m Student DIRT tasks follow all marking of work		
SUMMATIVE A		1 x EOU land	par topic - feedback sticker to be usual and whole class feedback - Student DIRT basks follow all marking of work	to be provided	

choof has put a taaching enning plans in place to the taaches are able to nd to students' strangline anknesses - o Now (rafrieval) practica) so Now (rafrieval) practica) so ol online learning per	Supporting children with saldiscoul hands	Implementation of some support intralegies (e.g. cauthing limit for province) and the province of the province	Use planeting Out recrede curituation is iterational to the one buggle in class with a few changes it is may also head to be changes it is may also head to be support in the properties of the properties and the properties of the properties and the properties are few properties and the properties and the properties and the properties and the properties are the properties	disat have access to the digital symmetries and took goe execute, sentacets, workshows, plantoms, on-scen and vierned they need to teach and support popular termstally.	Pagins are given regular opportunities to share given regular opportunities to affect any other passets and coren participate in whereit, index active severe as of community and satisfaction severe as of community and satisfaction, expectably disservantaged and SEMD pagin.	Parants and care have clear guider hove to support prat borne, and how its eligible to the remote aducation information requires to the published on technol's websita.
- Evplantfloodklodelling	Children and privary popular with high needs including development and private process with high needs including development and provident and profession to pake the high structures and provident pakes the high	Included any year specific and membring account 200 students who are voluntation have SEA, with check-line at least once a wave, membring learning progress and attendence, and regular concensional account of the second control of the second c	The sufroid heat a clear, well- enquinced curriculum their supportle pulpille both in clears and semidally	Where used, said have the appropriate travers and report to use digital tools and resources, including loss to status they are sectionable for pugilis with SCLID.	This is achieved through tutor Grow and increasingly through extra curricular entertains and curricular extra curricular events being curricular events being offered.	Pupils understar aspectations on many house the should be learn't how to participal remote educatio example, two to submit exalgam
- Independent Work	This includes guidance for presents and salem on too to decident support same or too to decident support same or persons or too to decident support same or too to the salem or too too to the salem salem or too too too too too too too too too	Bhushanba with EHCP-kimood valuerable torve lasky klus risk sreecuments reviewed fortnightly.	PE, Psychology, Technology, Art - bons Sharger - see reports document	Regular CPO two basis put is yound for just fine beduing 15 instend basis on the meetings are optional / recorded.		
gw — silenmery and adelation ôf work to		SENOCo ren colline support session to January for stil parmitte of stoulants worn EDIS to other supportsantice on learning from home. Researces are sent in parents along with obtomestics solved subsents anchore they can access for support.		Appropriate training has been given to all staff but this is an ongoing process.	• Year 10 Social Club	
		Souther standards who haped in actions are not a support to school are in a separate SCH subdex with LSAs. Key workers liabs with teachers			Informal Malak Macing	
		to existing appropriate learning materials are provided and individual learning place as a policy of the place where exhibitions in the place where exhibitions in stringgling to access featings cellule. L.A.As use breaknot rooms to support standards 117.00 around crossours and ordinary control of the place of the provided control of the provided crossours or modified.			Dance .	
		Online Intervention recognitions are in use (a. 105, for stakens with cysicals) to support with core literacy skills tweet group intervention weaking for students with EAL. Briefl group 1:1 interventions			- Year 7 Social Clob - Year Extra events organised by JEP JJEP Live sit achood Kahood	
		Broad group 1: Interviewforce to thing place for some situates who are not at stational Courrectum levels in Employ, Nation and Science Open-chard Longissips the rapy and Educational Psychology consiphicions are tabling place makes.			quitzes meshin (1004) JEC To School sader lesson laberer (2004) JEC MAD Live seambline – All school Vehicle (EEF Lourge of break times (2004)	
		1:1 and wealt group support essates with emotional wellbeing practitions for measure with enactiv			Specifight after school events – first in the saries is cooking with choice (skeet gill (50° signed too) Wealth Junch and learns (40°)	

SKILLS (Including numeracy and literacy)		Amypa the Lincton of earn Complement of code	Guintific sales and conducting Practices Practices Contract and Contract contract contract and Contract contra			Against Company (Company)	Sale Encion of the orper system	Scientific skills and graphing Compare and contact make and formal specification spens			be primes and missing	Property lates from book delete any manage of the property of	Discovering complements.		Adding polyments of the property of the polyments of the		
reat 7	Topic 7A - Cells				126,	Topic 78 - Reproduction				1975	Topic 7C - Ecosystems						
	Structure of an animal and plant cal	Microscopes and observing plant tessues	Specialised cells and unicellular organisms	organ transplant and ethics	Key processes involved in cell survival like diffusion	Structure and function of reproductive beaues	Comparison of fertilization in different animals	Pregnericy and feotal development, including complications	Puberty	Plant Reproduction	Habitets and Adaptations	Woodlice habital investigation	Food chains and food webs	Sampling technique (practical)	Human Impact		
ATIONALE Incuding SMSC)	Basios of Biology an	d Science, Understand	ing that calls are the building block	as of life	1701	Understanding our own reproductive system, Subject links: Jewish studies and PSHCE, Awareness of self,					Awareness of our own societism and the impact we can have on it						
o New / Retrieval	5 A Daiya Mini Quizzae Roulettae Chequer Boards etc					5 A Days Mini Quizzes Roulettes Chequer Boards etc.			5 A Days Mith Cuizze Routefor Chequer Boards etc								
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	visus Budger task to interleave all lessons for animal and plant cells			E.g. Homework based on pr Graphing homework to help Badger task to interleave all	with key skills				E.p. Homework based on prior (as apposed to current) learning Craphing homework to help with key shills Badger lask to interfamm all wiscome in occiopy.								

ENGLISH EXAMPLE

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Starter (SPAG)	Parts of speech, Wood of	name, subject-web system	med, time.		40	Caracter Spins (Strapes, Storage)	ret complete taking beautick	of content and semi-copier			Topic sections, paragraphics	g producedny (check for 1874)	- predoce terral), increalities, discre	rea markers.	
FORMATIVE = 3	AOT, AO2, AOB			1 200		ACC, ACS, ACS					APPE AOS, AOS				
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USEFUL WEBSITES				W. III			35.				ST IN LESS			T T H	

Curriculum Intent

Art and Design is the main subject for students looking to develop their creativity and understanding through a visual language. Art at its most fundamental level develops your understanding of the world through enquiry and observation. Responding creatively to your environment is a way of learning more about yourself and other people. It is therefore a subject which is worth studying for its own intrinsic value.

The department seeks to develop students' skills in a range of techniques and materials by providing a high quality art and design education. Inspiring and challenging students to creatively develop ideas. We encourage a personal response to themes. Students investigate the visual world and learn to develop an understanding of their work and the work of other artists. Developing a capacity for students to extend and develop their creative ideas visually can have a marked impact on attitudes and behaviour. We therefore seek to make lessons engaging and inclusive so that students gain the confidence to fulfil their potential.

Curriculum implementation. How is your subject delivered

KS3-The subject is taught in large mixed ability classes. This has been the case for 20 years despite concerns over classs sizes and lack of flexibilty in placing student with the right level of there is slightly different provision in terms of time in all year groups in key stage3

Year 7 is split into two halves which switch at Feb Half term. They have Art once a week until the changeover at feb Year 8 is split into two halves which switch at Feb. They have Art three times a fortnight until the changeover at Feb Year 9 have Art oce a week for the year if they have chosen it.

The subject is delivered by experienced teachers who are able to adapt and refine the curriculum to meet the needs of their students. The content of the curriculum has been developed over a number of years and there is a vast range of support materials. Art equipment rooms and materials are puposefully designed to facilitate work in a range of media.

The department works as a team to ensure a high quality curriculum by undertaking regular C.P. D.

Curriculum impact- What difference is your subject making

Displays of works and exhibitions have an impact on the learning of all students and an impact on the environment.

The high quality work produced at A level helps to motivate all students to aspire.

Students are able to engage with contemporary issues and learn to express and communicate a visual response. This engages the whole school community Art provides both a sense of personal expression and a sense of self- vital in a fast moving cultural environment.

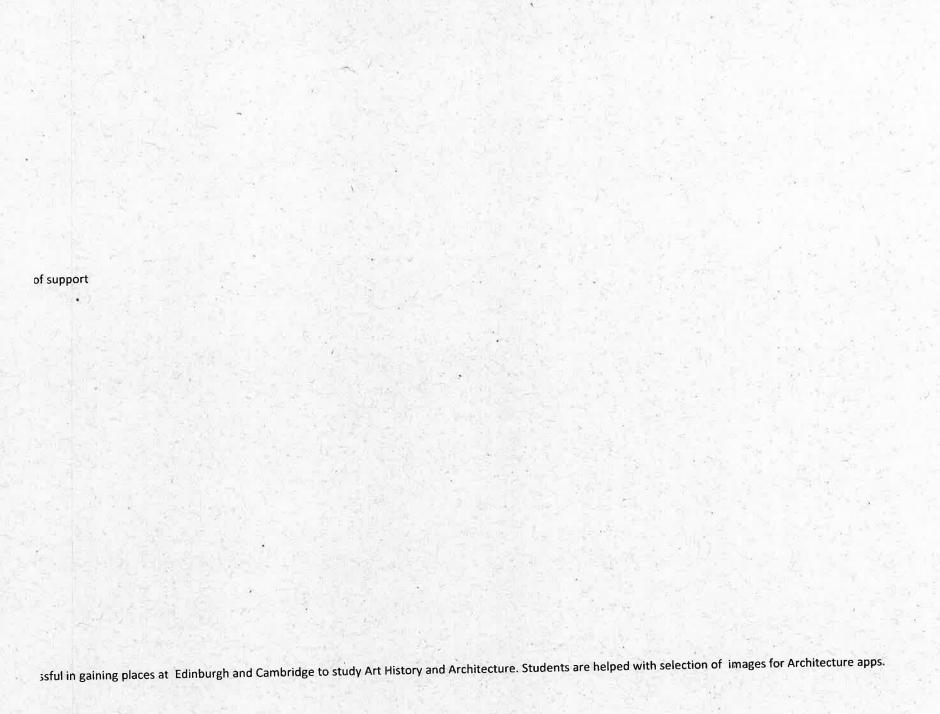
Carreers

Yr7 and Yr 8 - differing roles of artists and designers-through artists connections

vr9-Option Talk and individual guidance, Edexcel guidance. Support workshop with practicing artist /designer- ex students

yr11 - carreers fair, individual guidance, Edexcel guidance. What students have studied with A level Art Design. What have students achieved -exam re: What does the course look like? What is the main route for students who want to pursue this subjects as a carreer

yr12 -13 proides support for those students applying to Foundation courses. Students are given extensive avdice re portfoloio preparation. Students have been success



	IDEAS	MEDIA	RECORD	FINAL	IDEAS	MEDIA	RECORD	FINAL
Year 7	Images of Artists work Artist Analysis Using keywords Selecting compositions	Drawing Powder paints	Exploring line to show texture Mark - making. Different drawing styles	A painting that conveys Identity	Annotation about the function of	Paper engineering Card	Drawings of a building from observation	3D structure inspired by a a Artchitectural styles
	CONTRACT PARTY	IDE	NTITY	PHOLESMAN		BUIL	DING	
Knowledge and Interleaving (if relevant)	Painting skills	Composition Colour Theory	Line, Mark Making & Texture	Symbolism Ideas about Identity	3D skills Paper engineering Model making	Form Shape	Pattern	Architectural styles Building functions
RATIONALE (including SMSC)	are then linked to a	further exploration	e formal elements.Lin of how to apply these lect based on Identiry		of space ,volume an manipulate these el	ces techniques for vis d form.Simple structu ements. Student learr nd in architectural sty	res are made which how these eleme	h focus on how to
Do Now / Retrieval Practice at the start of lesson — E.g.	lesson equipment re MARK MAKING Colour mixing Colour identification What is happening in				Collage Edit CARD MANIPULATIO	ON		
FORMATIVE ASSESSMENT(S)	oral feedback Use of feedback Ebi www	f whole school shee	t as interim assessme	nt with written	oral feedback Use o feedback	f whole school sheet a	as interim asessme	nt with written
SUMMATIVE ASSESSMENT	sheet in book which	details levels and el	bi www		sheet in book which	details levels and ebi	www	
HOMEWORK		eddy bear or orange.	ed to a study of artists Research into artists ed with own identity		Create a city of the	ssional design of a buil future.Create differen ctive . Overlapping bu	t composition usin	g tone to explore
ARTISTS	basquiat, Patrick Heron shirn NATALIA Gillan wearing Kahlo,Paolozzi,Pica Neshrat Goncharova Peter Blake Rietvied building De stijl Zara Hadid Libeskii							
		1 - 2 - 3 - 3 - 10 - 10 - 10 - 10 - 10 - 10 -		NAME OF STREET			at the	042

	IDEAS MEDIA	IDEAS MEDIA
	Memory Drawing	DIGITALIMAGERY
Year 8	Viewpoints Painting	NARRATIVE
	compositions callage	DESIGN PAPER CUTOUTS
	ABSTRACTION	
		SIMPLIFICATION
	OBJECTS & VIEWPOINTS	ANIMATION
Knowledge and Interleaving (if relevant)	Line Composition Painting techniques Analytical Syl Tone Positive & Negative Shifting planes Cubism techniques shapes	
RATIONALE (including SMSC)	This project seeks to apply the skills learnt in year 7 Identity project, in Obje and Viewpoint, basic observational drawing techniquesare explored. This is developed into a painting composition. Composion techniques explore both analytical and synthetic cubism. The focus is on extending the students cont knowledge of painting techniques.	techniques for the simplification of imagery-Portrait simplification into single
Do Now / Retrieval Practice at the start of lesson – E.g.	5 min drawing Overlapping shapes Colour mixing key words How does this image work?	flip books brainstorming Graphic novels Five expressions
FORMATIVE ASSESSMENT(S)	WWW/EBI- SCHOOL INTERIM FEEDBACK SHEET	WWW/EBI- SCHOOL INTERIM FEEDBACK SHEET
SUMMATIVE ASSESSMENT	sheet in book records level and ebi www	sheet in book records level and ebi www
HOMEWORK	Examples of homework-Drawing of mug, drawing of objects on the breakfa table. Negative space-compositions -overlapping shapes and tone. Artists research. Planning studies for final piece	Hwk-Make a stop motion animation. Design the title page for the project. Plan a storyboard. Create a paper cut out design using the techniques of Norman Mclaren
ARTISTS	Picasso Cezanne Natalia Goncharova Braque, Picasso bottles, Picasso Ben Nicholson Juan Gris glass of absinthe Cardboard g	
USEFUL WEBSITES	TATE MODERN TATE BRITAIN	TRON ANIMATION, PERSOPOLIS- EARLY WORK BY NORMAN MCLAREN

	IDEAS	MEDIA	RECORD	TIMAL	IDEAS	MEDIA	RECORD	FINAL	IDEAS	MEDIA	RECORD	FINAL		
Year 9														
*	A	DIFFERENT	PERSPECT	TIVE	C	HANGING	YOUR STY	LE		PUBL	IC ART	i i sanaya		
Knowledge and interleaving (if relevant)	Drawing using 1 & 2 point perspective	Tone Line Pattern	Independent research	Recording Intentions	Design Pattern	3D forms	Independent research	Recording Intentions	Mixed media	Holocaust Memorials Public Art	Independent research	Recording intentions		
RATIONALE (including SMSC)	wider environm expression are of response to the associated with	ent through a st considered in the urban environm Portraiture. Hov	ce of year 8 by er udy of perspecth in imaginative devient. Drawing tec v to draw space. ory of perspectiv	ve .Mood and velopment of a chniques Use of eye level	body adornme decoration using outcomes can natural forms a mechanical ima	nts. Skills in the ung colour and pat be developed-haind referencing A ages and Art Dec	process for making of 3D techniques of 3D techniques techniques of the signs in wire a furt Nouveau ,Print o. a Armour using orn and Gaultier	ues. Surface I. A range of and card using ling Involving card board and	Using resources from Yad Vashem-Students create a response the holocaust .Poetry as well as existing designs serve as an into this theme.Links to visits to Israelmade in Year 9. Collage imagery-range of techniques explored.printing letters -polybood printing can be explored using letter shapes					
Do Now / Retrieval Practice at the start of lesson – E.g	Draw what you dimensions Where is the VP Continuos line of		n how you conve	y three	PATTERN SHEE Repeats Quick drawlng	-2	ed to natural form	ns	Select words					
FORMATIVE ASSESSMENT(S)	www/EBI- SCH	IOOL INTERIM FE	EDBACK SHEET		www/ebi-sci	HOOL INTERIM F	EEDBACK SHEET	- 4	www/EBI- SCH	IOOL INTERIM F	EEDBACK SHEET			
SUMMATIVE ASSESSMENT	sheet in book w	hich details leve	ls and ebi www		sheet in book v	which details leve	els and ebi www	i d g xi	sheet in book which details levels and ebi www Research using Yad VASHEM. A personal response to the theme. Lettering designs based on words from poems.					
HOMEWORK	in perspective.	My name in pers	urniture in persp pective. Analyse Ive.Find example	artwork and		the designers ar	ure rubbings of na nd present their id							
ARTISTS	Rennaissance origins of persopective	German expressionsism Charlotte salomon	anathony green and cyril power - distorting perspectives	Hannah hoch distorting	- Art nouveau artdeco	Philip treacy Rebecca horn Broad head	Jean PAUL gaultier	Surrealist fashlon	Eve Gallagher	Tom Phillios	Rachel whiteread daniel libeskin	Peter blake lan Hamilton Finlay		
USEFUL WEBSITES		Berlin gallery- vie	enna gallery. Uff	izi	Val	nd A The design	Museum. Tate M	odem		YAD vəsh	em website .			

the board of the same of	1000 250	100				No.	
	IDEAS	MEDIA	RECORD	IDEAS	MEDIA	RECORD	500
	Research	exploration of	Mistalned districts	research	Support workshops	is factory images	
Year 10	brief annotation	limited colour		respone to themes	media exploration	Mantpulating masses	
	artists' research	tone as colour	Orawing to understand	Exam	folder review	Orawing	
	thumbnails	painting/drawing		brief annotation			
	compositions		Pecceto Maria	thumbnells			
			СОМРО	ONENT 1	*		
	PR	OJECT 1-Figur	e, Spaces Places		PROJECT	2- thematic	2
Knowledge and Interleaving (if relevant)	Drawing/markmak ng Paintin with Acrylic	i exploring and gexperimenting with materials	How to write a Presenting a brief How to personal response annotate	developing ideas	Researching primaryand contextual resources	Experimenting with media, materials,	n Presenting a personal response
RATIONALE (including SMSC)	students are guided through each stage of the project. Sufficient time is allocated			Thematic exploration. Student work on exam Theme. Greater independence in the selection and development of ideas. Relevant intro to media Focus is on the development of ideas, making a personal response selecting and developing images, compositions. evaluation.			
Do Now / Retrieval Practice at the start of lesson — E.g.	Timed drawing exercises Ideas-quick brainstorm What is important about the Image How does this image relate to the theme discuss			# Timed drawing exercises Ideas-quick brainstorm What is important about the image How does this image relate to the theme discuss Peer assessment			
FORMATIVE ASSESSMENT(S)	Peer assessment The students work will be interim reviewed using the Departments feedback sheet. The unit will recieve a final levi with Ebl www.			department feedba	ck sheet with agree	d targets	
SUMMATIVE ASSESSMENT	assesment grid and taxonomy			assesment grid and taxonomy			
	See Show my homework and medium term study guides for extensive info. Homeworks initially focus on drawing-developing from the simple composition to more complex stilllife studies. Artist connections - written . Planning studies annotation Research			Idea research Photographic research Into theme-drawings in support Attist o analysis and annotation. Composition and planning studies, Written evaluation Hwk focuses on the development of each assesment objective within the portfololo and can be individual to the student		Written evaluation.	
ARTISTS	Melinda cootsona Diebenkorn Schierenberg			Relevant to theme			
USEFUL WEBSITES	Cootsona. National Portrait Gallery. Royal Academy. Tate Modern ,Tate Britain,Cr for internal resources and Images, Edexcel.			l- National Portra		demy. Tate Modern , s and images. Edexo	

Year 11	IDEAS MEDIA	IDEAS MEDIA
	COMPONENT 1	COMPONENT 2
	PROJECT 3	EXTERNALLY SET
Knowledge and Interleaving (If relevant)		nting a Tresponse
RATIONALE (including SMSC)	Review of progress in YR 10. Students will have individual targets to wo they build their last coursework project. Strengths and weaknesses will adentified. Themes that have been used have been Transformation, Fra Best of British. The project has an extensive formal introduction-explorin, artists and processes. Students selct an approach to develop for their coursework unit	The exam unit set by the board serve as intro to theme, students are given a structured intro to artists and techniques before selecting, their approach, weekly review to check progress. Student are givenclear deadlines and a planner as this is a stread unit to which students can underperform if they do not set to the ideas.
Do Now / Retrieval Practice at the start of lesson — E.g.	Timed drawing exercises Ideas-quick brainstorm (What is important about the image How does this image relate to the theme discuss Peer assessment. Respond to the set up	Timed drawing exercises Ideas-quick brainstorm What is important about the image How does this image relate to the theme discuss Peer assessment. Respond to the set up
FORMATIVE ASSESSMENT(S)	department feedback sheet with agreed targets	department feedback sheet with agreed targets
SUMMATIVE ASSESSMENT	assesment grid and taxonomy	assesment grid and taxonomy
HOMEWORK	idea research Photographic research into theme-drawings in support. An analysis and annotation. Composition and planning studies. Written eva Hwk focuses on the development of each assesment objective within the portfolo	luation. for work. Idea research Photographic research Into theme-drawings in support
ARTISTS	Relevant to theme . National Portrait Gallery. Royal Academy. Tate internal resources and in	
USEFUL WEBSITES	Edexcel	

				10	-		
	IDEAS MEL	STATE OF THE PARTY	A CONTRACT	IDEAS	MEDIA	RECORD	
	approaches to the techniques	CONTROL OF THE PARTY OF THE PAR		Generating and developing ideas	techniques	Recording practical	
Year 12	the theme of surface techniques	and written observations		Researching	techniques	and written observations is	
			Pix 33	Primary and			
				contextual			
				sources			
			СОМР	ONENT 1			18 1
		SURFACES			PRO	DJECT 2	
Knowledge and Interleaving (if relevant)	Ton e Print Making Drawing Mark Making Texture Mixed media Collage Colour Painting Mark Making Texture Mixed media Collage						
ATIONALE (including SMSC)	Students are given a structured intro to work at this level. The theme of Surfaces is used to engage student in an in depth examination of techniques, ideas and artists. Student work in ways and with materials not available in Yr11. The techniques used for recording are expanded and a sustained investigation into techniques is conducted. Students then select their ideas for the Personal investigation- these are written out and negotiated over time with the teachers			Students develop their own personal project- writing and investigating ideas. Exploring standards and sustaining work. Gallery visits. Students build their project around a series of final pieces conducted in mock exams. The Royal Academy summer exhibition becomes the focus of their investigation into artists work. Students complete their mock exam at the end of the summer or start of the autumn yr13 term			
o Now / Retrieval Practice at the start of sson – E.g.	Quick drawing execises woarm up Timed drawings What is important about this image						
DRMATIVE ASSESSMENT(S)	department feedback sheet with agreed targets			department feedback	k sheet with agre	ed targets	
UMMATIVE ASSESSMENT	assessment grid and performance calculator			assessment grid and performance calculator			
OMEWORK	Homework is set on a weekly basis as student complete the mini projects on a different formal elelement			Writing and researching a brief. Drawings and photos in support of ideas . Gavisits. In depth written analysis of artists work		rt of ideas . Galle	
RTISTS	Whishaw Uglow David Tress Matisse Fauvism Anthony Goldsworthy Underpainting			Λ	Students support In identifying use areas of research	ful	13,
ISEFUL WEBSITES	Whishaw TATE MO	ODERN TATE BRITAIN Nation	nal gallery	Students identif	fy areas of resear	ch Andrew Graham Dixo	n Art Historian

Year 13	IDEAS PERIOD AND ADDRESS AND A	IDEAS MITU	
	COMPONENT 1	COMPONENT 2	
	PROJECT 2	EXTERNALLY SET	
Knowledge and Interleaving (if relevant)			
RATIONALE (Including SMSC)	Continuation of personal response with review of Yr12 Mock. Focus on written essay. At the end of Yr12 students are given all the resources and guidance re deadlines for the essay. These are constantly reviewed with the students during the autumn term. Development of final pieces artists connections in depth. Critical review and analysis - key language for analysis. Impact of scale and surfaces on final outcomes	based up to Final even conducted over 15 Hours-rules and regs. Final deadlines	
Do Now / Retrieval Practice at the start of lesson — E.g.			
FORMATIVE ASSESSMENT(S)	department feedback sheet with agreed targets	department feedback sheet with agreed targets	
SUMMATIVE ASSESSMENT	assessment grid and performance calculator	assessment grid and performance calculator	
HOMEWORK	Writing and researching a brief. Drawings and photos in support of ideas. Gallery visits. In depth written analysis of artists work. Planning and developing artists connections. The development of extended writing in practical work to support development of essay		
ARTISTS			
USEFUL WEBSITES			

2
**



Ofsted Meeting Feedback Form

Any other comments:	Evidence not shown/given to inspector that you would like to show:	Evidence shown/given to inspector:	What went less well:	What went well:	General theme of meeting:	Attendees (Ofsted):	Attendees (JFS):	Meeting Date and Time:
E .								



Questions Ofsted might ask the headteacher and SLT

How to use these questions

- > The guestions cover:
 - · Personal development
 - Behaviour and attitudes
 - · Leadership and management
 - Safeguarding
- > For curriculum-specific questions, download the other KeyDoc in this article
- > There are many questions here. Focus your time by identifying areas inspectors are most likely to be interested in concerning your school see the tips in the last section of the article linked to above
- > We can't tell you what to say or what an inspector will be looking for, as this will depend on your school's context. However, for some questions, we've included pointers on which documents and/or evidence you could use to identify practical examples to back up your answers
- > Try to link your answer and evidence back to the specific criteria in the inspection framework
- > This isn't an exhaustive list, but highlights the questions you're most likely to be asked. Inspectors could ask heads and senior leaders about almost any aspect of your school's provision
- > Inspectors could phrase questions in different ways, so try to understand the point of the questions rather than preparing for specific wording
- > The questions are organised according to the judgement they most relate to. Some questions may be relevant to more than one judgement area



Personal development

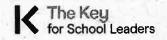
QUESTION	EVIDENCE YOU CAN USE	NOTES
How does the curriculum promote healthy lifestyle choices for pupils?	Planning that shows how this is incorporated into curriculum subjects	
How do you monitor the impact of this?	Records of learning walks	
Where would I be most likely to see examples of this being taught?		
How is the curriculum promoting pupils' understanding of how to keep themselves safe and to assess and manage risks?		
How is the school promoting pupils' appreciation and understanding of difference and diversity?		
Where will I see equality of opportunity and appreciation of diversity most effectively taught/delivered in the school?		
How does the curriculum promote pupils' spiritual, moral, social and cultural (SMSC) development?	Planning records Assembly/collective worship plans	
How do you monitor the impact of this?	Behaviour records or other pastoral records	
Where would I be most likely to see examples of SMSC being taught?	Feedback from parents, pupils, and staff	
How and where does the school monitor and evaluate pupils' preparation for life in modern Britain?	Planning records Assembly/collective worship plans	
What does this information tell you about how well pupils have developed respect for:	Behaviour records Feedback from parents, pupils and staff	



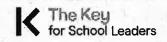
QUESTION	EVIDENCE YOU CAN USE	NOTES
The values of democracy?The rule of law?Individual liberty?	Minutes from governors' meetings	
Tolerance of those with different faiths or no faith?		
How are you developing 'character' and personal skills such as resilience, self-confidence, etc.?		

Behaviour and attitudes

QUESTION	EVIDENCE YOU CAN USE	NOTES
How does the school ensure consistent management of behaviour?	 Behaviour policy and procedures, and evidence that it is applied consistently Incident and behaviour records Continuing professional development (CPD) records 	
What are the attendance and persistent absence figures for the current cohort of pupils (by group and by year group)? How are pupils' attendance and punctuality monitored and acted upon? What impact has this had on improving the attendance/punctuality of any particular pupils or groups you've had concerns about?	 Attendance policy and procedures Attendance records Examples of particular pupils Evidence on leadership/responsibility for this issue 	



QUESTION	EVIDENCE YOU CAN USE	NOTES
How does the school assist pupils in combatting harassment and bullying? How does it make sure that pupils don't bully or harass others on the basis of their race, gender, sexual orientation, disability, etc.?	 Behaviour or anti-bullying policy Evidence that this policy is applied consistently from your incident records or behaviour management system Evidence of a decrease in behaviour incidents related to bullying or harassment from your records or behaviour management system Evidence of how your approach to this is embedded throughout your curriculum (for instance, in personal, social, health and economic (PSHE) or relationships and sex education) 	
Can you tell me about the way the school uses home-school links with regard to attendance/behaviour/performance? Can you show evidence of the impact in improving attendance/behaviour/performance?	 Relevant documents (like a home-school agreement, if you use one) Evidence of the process you use to contact parents to raise concerns, from the relevant policy or your behaviour records Examples of improved pupil attendance/behaviour/performance 	
What are the current exclusion rates for the school by group/year group?	Behaviour records Exclusion records	
How do current figures compare with previous years? How does the school leadership, including governors, monitor the exclusion rates of different groups/year groups?	Minutes from governors' meetings	
Can you show evidence of where the information is presented to governors and (if appropriate) where governors have challenged the school about the figures?		



QUESTION	EVIDENCE YOU CAN USE	NOTES
What steps have been taken to improve pupils' behaviour and learning?	Behaviour policy CPD records	
Can you provide case studies regarding exclusion of particular pupils who:		
Have been referred to the local authority (LA)?Have a disability?		
 Have special educational needs or disabilities (SEND)? 		
 Are classed as looked-after children (LAC)? 		
Have a mental health need?		
 Have been excluded or disciplined? (inspectors will want to meet these pupils) 		
Case studies should be presented verbally. Ofsted doesn't expect case studies to be written.		

Leadership and management

QUESTION	EVIDENCE YOU CAN USE	NOTES
How does the leadership and management demonstrate an ambitious vision for the school?	School vision statement, values and aims School development/improvement plan	
How is this communicated to staff, parents and pupils?	School policies, and evidence of how these are linked to the school's vision	
	Records from staff meetings/CPD/briefings	
	Feedback from staff, parents and pupils	
	Evidence of consultation around development/redevelopment of the school's vision	



QUESTION	EVIDENCE YOU CAN USE	NOTES
How are high expectations for teachers demonstrated, monitored and assisted?	 Performance management records Records from lesson observations and learning walks Staff code of conduct CPD records 	
What are the school-wide strategies for improving teaching, learning and assessment? How have you evaluated the effectiveness of these actions?	 School development/improvement plan CPD records and plans Policies related to teaching, learning and assessment Evidence from learning walks and lesson observations 	
How does the school monitor the breadth and balance of extra-curricular opportunities, including participation rates and equality of opportunity in participation?		
How are the school's strengths and weaknesses evaluated? What's the role of middle leaders in evaluating the strengths and weaknesses of the school? What's the role of governors in evaluating the strengths and weaknesses of the school? Can you show evidence of where they've challenged the school's self-evaluation?	 Self-evaluation forms Records from work with school improvement partners or collaboration with other schools Evidence related to leadership structures and responsibilities Minutes from governors' meetings 	
How was the current school improvement plan (SIP) developed, including the choice of priorities?		



QUESTION	EVIDENCE YOU CAN USE	NOTES
How is the impact of the SIP evaluated by: • Governors? • Senior leaders? • Middle leaders?		
For primary schools only: How have you used the PE and sport premium? What was the impact of this? Can you show how governors have held the school to account for this?	 PE and sport premium records and reports Minutes from governors' meetings 	
For secondary schools only: How have you used the year 7 literacy and numeracy catch-up premium? What was the impact of this? Can you show how governors have held the school to account for this?	 Records and reports on spending of the catch-up premium Minutes from governors' meetings 	
How has leadership capacity been strengthened? What impact has this had?		
How does the governing board challenge and contribute to the school's strategic aims?	Minutes from governors' meetings	
How do governors routinely track the progress of different groups of pupils, and can you show evidence of where the governors have challenged the school about the progress of any individual groups of pupils?	Minutes from governors' meetings	



QUESTION	EVIDENCE YOU CAN USE	NOTES
What are current governing board priorities and how are these being addressed?	Minutes from governors' meetings Records of governing board development plans	
What sort of information/data-does the leadership team use to identify areas of strength/weakness?		
How does data-based evidence feed into school planning during the year, over the next year, and the next 2 to 3 years?		
Can you show how governors have held the school to account for its use of:	Minutes from governors' meetings	
Pupil premium funding?SEND funding?		
How have they contributed to the information on the website about the use of these funds?		
Details of the use of such funding, including impact, are expected to be available on your website. If this isn't the case, Ofsted will ask more searching questions about compliance.		
Specifically, how are the requirements of the Equality Act 2010 being addressed?	Equality policy (if you have one) Evidence of equality impact assessment	

Safeguarding

QUESTION	EVIDENCE YOU CAN USE	NOTES
How do you ensure that pupils are safe while: In the school? On school trips? On residential visits? On work experience? On alternative placements? Online?	 School policies and procedures Risk assessment records Planning and curriculum records CPD records Single central record 	
Do you have case studies of where safeguarding and pupil welfare have been causes of concern? What actions were taken and how has this been monitored?		
How and where does the school develop, monitor and evaluate pupils' awareness of abuse, sexual exploitation, radicalisation and extremism? Where might I see this being taught/developed?	Planning and curriculum records Lesson plans School policies	
How is safeguarding training monitored? What evidence do you have that all staff training is up to date?	CPD records	
How was the school child protection policy developed? How do you ensure that staff understand the policy and adhere to it?	 Inspectors may be looking for evidence that there was wide involvement in the development of the policy, including non-teaching staff and governors Evidence of regular review, and what data/information feeds into these reviews 	



QUESTION	EVIDENCE YOU CAN USE	NOTES
What were your priorities in drawing up your child protection policy? What are the specific issues in relation to safeguarding in your area/school catchment areas?	Evidence of how you've tried to make your policy accessible and easy to understand	
How do you link child protection to bullying, cyber-bullying and online safety?		
How do governors ensure that policies relating to child protection and safeguarding are kept up-to-date and cover all legislative requirements?	Evidence that your policy complies with the requirements set out in Keeping Children Safe in Education 2019	
	Evidence of governor training on safeguarding	
	 Evidence of information or advice the school has taken (from its LA or others) on safeguarding issues 	
How do senior leaders and governors ensure that the	Single central record	
vetting procedures are rigorous and carried out effectively?	Evidence of monitoring of the single central record by senior leaders and governors	
	 Policies on recruitment and vetting, and evidence these are followed consistently 	
	CPD records	
How can you be sure that everyone knows who to contact and how to act in the event of disclosure?	Evidence of clear, accessible guidance for staff and other members of the school community CPD records	
	Case studies on safeguarding incidents/referrals	Para Tay 2 to 1 to

QUESTION	EVIDENCE YOU CAN USE	NOTES
What are the procedures for visitors?	 Evidence that visitors are signed in and out and are clearly identifiable (for instance, with badges) Evidence that visitors without appropriate DBS checks aren't left unsupervised Evidence that visitors are made aware of the school's safeguarding procedures 	
Can you show me the training register for safeguarding? Who has completed the safer recruitment training? How do you assure yourself that staff provided by contractors (such as catering and supply staff) have had appropriate safeguarding/child protection training?	 Written confirmation from supply agencies and other contractors of relevant training CPD/training records Evidence that all staff, including contractors, have read and understood part 1 of Keeping Children Safe in Education 	
How do you ensure that colleagues are kept up to date with safeguarding? How do you ensure that everyone working in the school, including governors, has read part 1 of Keeping Children Safe in Education?	 CPD/training records Evidence of how decisions are made about what safeguarding training/updates are provided Evidence that you know everyone has read part 1 of Keeping Children Safe in Education 	
How good is site security and what improvements are needed? What risk assessments have been done where there are any concerns about the site? What procedures are in place for site evacuation or lockdown?	Risk assessments Health and safety audits/checks Incident records	

QUESTION	EVIDENCE YOU CAN USE	NOTES
What practical arrangements does your school employ to ensure pupil safety?	 Risk assessments Behaviour policies Records of health and safety checks Policies and procedures relating to health and safety 	
How safe do children feel? How do you know? Do pupils feel they have someone they can go to/trust if they have a concern or problem?	Feedback from pupils and parents Safeguarding records	
What's the risk assessment regime?	Evidence of appropriate risk assessment for activities and trips	

Sources

- > David New, an education consultant, was the headteacher of a large secondary school for 9 years. He has particular expertise in lettings, staffing, academy conversion and the secondary curriculum.
- > Alvin Jeffs has worked in special education for more than 40 years. His experience includes class teaching, assessment work, and developing and implementing programmes of work for students. He is also a former school inspector
- > Gulshan Kayembe is an independent consultant who has experience of inspecting schools. As a consultant, she provides mentoring for senior leaders and has worked as an external adviser on headteachers' performance management



Any other comments:	Evidence not shown/given to inspector that could/should have been	Evidence shown/given to inspector:	What went less well:	What went well:	General theme of meeting:	Attendees (Ofsted):	Attendees (JFS):	Meeting Date and Time:
		- 1						
					or .			
			3 1					
	4			2 0				2-
		- 12						

Meeting Date and Time:	4/5 10.46am (no meeting or conversation – just walked around room)
Attendees (JFS):	
Attendees (Ofsted):	Ş
General theme of meeting:	One inspector walked around room whilst Y8 English were doing a test. She glanced at a number of students' work and looked in detail at work.
What went well:	Class was focussed and on task.
What went less well:	
Evidence shown/given to inspector:	returned.
Evidence not shown/given to inspector that could/should have been	No books were asked for or looked at:
Any other comments:	Visit lasted 5 minutes approximately.

Meeting Date and Time:	Period 2
Attendees (JFS):	
Attendees (Ofsted):	History inspector
General theme of meeting:	Curriculum
	SEND - provision
3	What students will articulate, really honed in on
	whether students will be able to explain the
	connections between the topics across the
	lessons and the sequences.
What went well:	Explanation of curriculum
	Explanation of department structure / colleagues
What went less well:	Whether we had completed learning walk
	Autumn term
Evidence shown/given to inspector:	Feedback sheet for KS3 assessment
Evidence not shown/given to	Evidence from autumn learning walk
inspector that could/should have been	
Any other comments:	Very observant and interested in students in
	corridors when moving around the site
	He wants to see more history lessons – Year 8
	and Sixth Form
	Selected students for panel without looking at
	data / seating plan – seems to pick the most
Mark and the second	disengaged / SEND

- specific modelli ssay question, effe bject knowledge	Any other comments:	Evidence not shown/given to inspector that could/should have been	Evidence shown/given to Observation inspector:	What went less well: A few kippot not being worn	What went well: Exam technique lesson – specific modelling of how to write a good essay question, effective questioning, strong subject knowledge demonstrated	General theme of meeting: Observation	Attendees (Ofsted): One inspector	Attendees (JFS):	P4
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Meeting Date and Time:	Friday 30 th April 8.30am
Attendees (JFS):	
4	
Attendees (Ofsted):	
General theme of meeting:	Attendance & Safeguarding
What went well:	Was able to provide statistics on past years
	Was able answer questions directly at me with
	the support of colleagues too
What went less well:	Felt very anxious and hope it didn't come across in the meeting
Evidence shown/given to	Provided verbal data given from SIMS re
Evidence not shown/given to	Only provided what was asked of me so didn't
inspector that could/should have been	provide further attendance data
Any other comments:	

Meeting Date and Time:	Tuesday p2/3
Attendees (JFS):	
Attendees (Ofsted):	
General theme of meeting:	English curriculum
What went well:	Most of it (I think)
What went less well:	I don't know
Evidence shown/given to inspector:	Booklets used, lockdown work, books, lockdown lessons, LTP
Evidence not shown/given to inspector that could/should have been	I don't think anything – she had a lot.
Any other comments:	I hope it went well — it as around 1h15m in total. Most of it based around the LTP and why we teach what we teach. Final questions around locksdown.

History Department Meeting:

Date: 26/10/20

Attendee

ω	2.	1	Agenda Item¹
Strategies for challenging behavior groups What IS working? - More access settling tasks – more fun – puzzle maker – discovery.com - Booklet / packs of the tasks so students can work at own pace – self-explanatory tasks that don't need teacher direction, reduce teacher talk - Check who is on call	Feedback from learning walk Positive Students given opportunities to revisit learning - almost everyone were using monthly reviews Learning journeys visible Marking was in almost all cases in line with departmental expectations Almost everyone had evidence of green pen – consistency amongst students in a class still a development area Ensure targets are super clear for students Ideas to facilitate DIRT: Follow up green pen of the top 3 underperformers as opposed to whole class – I am going to try this with my Year 12 class Direct individuals what to green pen Number code targets e.g. students target 1 then copy target from the board – investigate whether number EBI I do-We do-You do Guide student use of the feedback packs	GCSE mock standardization Due to changing of exam schedule, next departmental to be moved to Thursday 10 th Dec	Discussion
 Are on call staff popping into the 'hot spots' Feedback to that SLT popins would be useful — SLT setting the tone after half term was really useful On Call not responsive enough L4 & 5 – extra staffing? 	• Experiment with the ideas discussed	 Change date in diary for next departmental – early start due to Chanukah 	Action Points ²

¹ Item/Area to be discussed

Actions agreed at the meeting
 Person/s responsible for carrying out action and agreed deadline date
 Date when review of action is happening and note of outcome of action

Agenda Item¹	Discussion	Action Points ²
	- Parking can be arranged	Classroom H215 – horrible
	- Faculty detention	acoustics?
	- Liaise with key workers	 Inconsistency in TA
	issue classes	productive relationship
4.	Year 7 standardisation	 If structure & reasons – at least 4
	Important to make sure we are all marking in similar	Focused on reasons but
	manner	explanation not explicit / no link
	- readjusted expectations to Year 7	 Explicit developed explanation 7
	Script 1: 6	
	Script 2: 7	
	Script 3: 4	
Ċ	Monthly reviews:	 To be carried out for all groups except Year 11 To be stuck into books
Ċ.	KS3: BoH feedback & then Norman conquest lessons Meanwhile Elsewhere hwk task Year 8 mid way through new enquiry — thank you for the adaptions people are making to suit needs of	 Set Meanwhile Elsewhere Hwk – good time is often after they have completed their class assessment Continue to share adaption of
	Meanwhile Elsewhere task too – witchcraft Year 9 – WW1, how different, empire soldiers, Somme	
6.	KS4: Year 10 — end of topic when ready, give class at least a week to prepare Select one of the end of topic papers	 Set Year 10 end of topic test – select one from the folder
	Year 11: Mock has been moved back a week	
7.	Data drop: 10 th Dec WAS informed by assessments and homeworks Year 10 might not have done their assessment but, you should have a range of exam questions to inform you	 Make sure Year 7 marked ahead of data drop Draw on a range of evidence
7.	Careers Do KS3 tasks with classes this term — hwk task but can be adapted for feedback lesson	 Set as hwk task or as an additional task in feedback lessons — if choosing the latter

10.	9.	œ		Age
				nda Item ¹
				Agenda Item¹ Discussion
			you will need to print off resources from the links to help them to do this	Action Points ²

Ofsted Meeting/ conversation with inspector Feedback Form

Meeting Date and Time:	End of day
Attendees (JFS):	
Attendees (Ofsted):	
General theme of meeting:	Curriculum response after observations and general questions about the school
What went well:	We showed; robust systems in history, use of
	monthly review, green pen feedback,
	application of knowledge. Links across year
2000	groups and wider world. Discussed at length the
	curriculum and the skills we teach and develop.
	Were able to show and discuss the range of
	collaborative and supportive systems we have in
	place in the History department.
What went less well:	exclusions are arranged and whose decision it
	was that students are given this sanction.
	PARS system was discussed and it was evident
	can accumulate and there not be an immediate
	sanction.
	We spoke about the monthly trackers and
	monitoring of negative points but it was clear
	ongoing low level behaviour and instead a report
	might be made by the tutor and Head of Year if
	they were proactive.
	pressures of TAG/post Covid/ role in the school
Evidence shown/given to	Exercise books he had a range from our classes-
inspector:	able to show evidence of monthly reviews and
	assessment feedback, green pen activities and general standard of work.
Evidence not shown/given to	We should have spoken about Anna Joseph and
inspector that could/should	the support she has given to all of us in various
have been	ways for Teaching and Learning.
	instigated by inspector.
	He asked how we would report a safeguarding
	issue if the Headteacher was in Canoots With the
からな 大山の かっちゅう いっちゅう	asked how we would report it, we said we would
	google the email address but did not have it to
	hano.
Any other comments:	There was no discussion at all about remote

learning provision –not asked or discussed. He is an anti-extremist specialist and it was an odd choice to observe a history department and there was one question that stood out when discussing an interpretation question we do for an assessment in year 9. He asked us about how we teach the morality of the 'Butcher of the Somme'. We felt he was pushing us on this issue but explained that in history we teach to interrogate the evidence before making any judgement and help the students to be critical thinkers to come to their own judgement rather than us giving foregone conclusions or 'moral' judgment to them on a topic.

Ofsted Meeting/ conversation with inspector Feedback Form

Any other comments:	Evidence not shown/given to inspector that could/should have been	Evidence shown/given to inspector:	What went less well:	What went well:	General theme of meeting:	Attendees (Ofsted):	Attendees (JFS):	Meeting Date and Time:
Year 11 reported that student panel mainly about BEHAVIOUR			Behaviour incidents in corridors – Rafi Joseph dealing with one. Inspectors witnessed 3 Year 7 boys barging through crowd and then one refusing to take off coat and walking/running off from me. Followed up with Year 7 Team – student identified by Year Team Jealing with		Walking back from lesson obs	History inspector & QA inspectors		Period 4/5 changeover

OFSTED INSPECTION – WEDNESDAY SCHEDULE

Time	Theme	JFS Staff	OFSTED Team	Location
8:30 – 9:30	Personal Development			Conference Centre – Back
8.30 – 9:30	Governors			Main Boardroom
p1-p4	Shallow Learning Visits			JFS
9:00 – 11:00	SENDCO			Office
9:00 - 11:00	Safeguarding			SLT Boardroom or Office
10:00 – 11:10	Pastoral Team			Main Boardroom
10:00 – 11:10	Sixth Form			Office
11:20 – 11:50	Catch-Up Funding and PP			ffice (R116)
11:20 – 12:05	School Council Reps	c6-8 students arrange)		Conference Centre – Back
11:20 – 12:15	Behaviour, Attendance and Alternative Provision			Main Boardroom

12:30 - 13:00	Admissions	Main Boardroom
15.00		
TBC	Local Authority	Phone Call / Teams
Tbc	Team Meeting	Conference Centre
Tbc	Feedback to School	Boardroom

OFSTED INSPECTION – WEDNESDAY SCHEDULE

Time	Theme	JFS Staff	OFSTED Team	Location
8:30 – 9:30	Personal Development - CEIAG			Conference Centre – Back
8.30 – 9:30	Governors	营		Main Boardroom
p1-p4	Shallow Learning Visits - SEN/needs of lower ability - Literacy across curriculum - Behaviour for Learning - Retrieval for long-term memory			JFS
9:00 - 11:00	SENDCO - Y9 Behaviour Group - Lower ability classes			Office
9:00 – 11:00	Safeguarding			SLT Boardroom or Office
10:00 – 11:10	Pastoral Team - behaviour escalation system - homophobic language - On call data	言		Main Boardroom
10:00 – 11:10	Sixth Form - CEIAG / Apprenticeship - Futures Programme/Careers Guidance - Destinations/Retention - Academic Monitoring - No. of EHCP/SEN K			Office

H XVA - J	- SRE/PSHE - Tutor Programme			
11:20 - 11:50	Catch-Up Funding and PP			Office (R116)
11:20 – 12:05	School Council Reps - HB/HG Team (Jake and Chloe) - 2 x KS4 - 2 x KS3	c6-8 students carrange)		Conference Centre Back
11:20 -	Behaviour, Attendance and Alternative			Main Boardroom
12:15	Provision		TO A STATE OF THE	
	- incl Y9 Behaviour Group		2 24 5 6 6	7
	- Sixth Form Attendance		The factor of the second	The second second
	- Processes			
12:30 -	Admissions			Main Boardroom
13:00	- destinations			× 4 5
	- retention			
	- alternative provision			
TBC	Local Authority			Phone Call / Teams
Tbc	Team Meeting	Conference Centre		
Tbc	Feedback to School	28 15 15 15 15 15 15 15 15 15 15 15 15 15		Boardroom

Ofsted Meeting/ conversation with inspector Feedback Form

None	Any other comments:
Inspectors saw that the issue was dealt with professionally.	Evidence not shown/given to inspector that could/should have been
I reported the incident to SEN after the lesson	Evidence shown/given to inspector:
with her LSA. She then quietly left the classroom and went back to SEN.	
saying that she was asking her friend Lola for a 'chewing gum'. I then quickly asked her in a polite	
student sitting by the window. When I politely asked her what she was doing she replied by	
wearing a lanyard, skirt extremely short, passed by	What went less well:
The lesson was going well with students well engaged and focused	What went well:
Food and Beverages in Spain	General theme of meeting:
2 Ofsted inspectors	Attendees (Ofsted):
	Attendees (JFS):
5 th May 2021 Period 2 Spanish	Meeting Date and Time:

JFS Inspection Feedback Summary



Meeting Date and Time:	30 th April, 8.30am	4th May	4th May, P2	4th May, 10.46am (no meeting or conversation – just walked around room)	4th May, P4
Attendees (JFS):		With March			
Attendees (Ofsted):			History inspector	?	One inspector
General theme of meeting:	Attendance & Safeguarding	6th Form	Curriculum, SEND - provision, what students will articulate, really honed in on whether students will be able to explain the connections between the topics across the lessons and the sequences.	One inspector walked around room whilst Y8 English were doing a test. She glanced at a number of students' work and looked in detail at Emma Domb's work.	Observation
What went well:	Was able to provide statistics on past years attendance compared to this year. Was able answer questions directly at me with the support of colleagues too	Good conversation that focused on what we are trying to achieve in the sixth form and its relationship with the curriculum and its purpose. Discussed the various programmes we run to support students transition to HE/apprenticeships/work	Explanation of curriculum, Explanation of department structure / colleagues	Class was focussed and on task.	Exam technique lesson – specific modelling of how to write a good essay question, effective questioning, strong subject knowledge demonstrated
What went less well:	Felt very anxious and hope it didn't come across in the meeting	None	Whether we had completed learning walk Autumn term		A few kippot not being worn
Evidence shown/given to inspector:	Provided verbal data given from SIMS re attendance figures	Verbal information regarding futures week, JS provision, stats on SEN students, how provision changed during lockdown	Feedback sheet for KS3 assessment	's assessment was looked at and returned.	Observation
Evidence not shown/given to inspector that could/should have been	Only provided what was asked of me so didn't provide further attendance data		Evidence from autumn learning walk	No books were asked for or looked at.	
Any other comments:		HMI requested further info and examples of: Bulletins, assemblies, stats on retention	Very observant and interested in students in corridors when moving around the site. He wants to see more history lessons — Year 8 and Sixth Form. Selected students for panel without looking at data / seating plan — seems to pick the most disengaged / SEND	Visit lasted 5 minutes approximately.	

4 th May (Deep Dive)	4th May p2/3	4th May Period 4/5 changeover	4th May-End of day
		History inspector & QA inspectors	
Deep Dive	English curriculum	Walking back from lesson obs	Curriculum response after observations and general questions about the school
Curriculum planning conversations. This then matched up to what was being seen in lessons. Rationale behind all courses and overall PE journey. Use of student voice in planning KS4 Core curriculum. KS3 progressions and sequencing. Leadership opportunities, linking whole school themes to PE, knowledge on behaviour sanctions given in PE. PE displays. Linking disability sport unit to disability awareness week. Inhouse staff training by specialist PE teachers to rest of group. Fact that all PE staff are dedicated PE specialists. Linking of journeys, LTP, MTP and STPs to other units and then this being shown in observed lessons.	Most of it (I think)		We showed; robust systems in history, use of monthly review, green pen feedback, interpretations, progression of skills, and application of knowledge. Links across year groups and wider world. Discussed at length the curriculum and the skills we teach and develop. Were able to show and discuss the range of collaborative and supportive systems we have in place in the History department.
Only one question I said no to - Do you keep your registers for lunch clubs and track attendance and trends in attendance? (we have registers but don't track them). When in PE, small hall was being used by SEN extraction group. Looked messy and unprofessional. I entered the room, inspector spoke to LSA in charge. Students generally playing basketball with some sat on computers.	l don't know	Behaviour incidents in corridors dealing with one. Inspectors witnessed 3 Year 7 boys barging through crowd and then one refusing to take off coat and walking/running off from me. Followed up with Year 7 Team student identified by Year Tean ealing with	Did not know the rationale behind how internal exclusions are arranged and whose decision it was that students are given this sanction. PARS system was discussed and it was evident that low level behaviour such as repeated off task can accumulate and there not be an immediate sanction. We spoke about the monthly trackers and monitoring of negative points but it was clear that there isn't an immediate sanction for ongoing low level behaviour and instead a report might be made by the tutor and Head of Year if they were proactive. Discussed teacher workload and the additional pressures of TAG/post Covid/ role in the school
All courses and key stages - Journeys, LTPs, MTPs, STPs, lockdown evidence, extra curricular timetables, feedback policy, kit sanction policy, DIP, most recent detention register, facility and activity risk assessments.	Booklets used, lockdown work, books, lockdown lessons, LTP		Exercise books he had a range from our classes—able to show evidence of monthly reviews and assessment feedback, green pen activities and general standard of work.
None	I don't think anything — she had a lot.		We should have spoken about Anna Joseph and the support she has given to all of us in various ways for Teaching and Learning. No discussion about GCSE or A-Level – not instigated by inspector. He asked how we would report a safeguarding issue if the Headteacher was in Cahoots with the governors – we said we would go to Brent. He asked how we would report it, we said we would google the email address but did not have it to hand.
	I hope it went well — it as around 1h15m in total. Most of it based around the LTP and why we teach what we teach. Final questions around locksdown.	Year 11 reported that student panel mainly about BEHAVIOUR	There was no discussion at all about remote learning provision —not asked or discussed. He is an anti-extremist specialist and it was an odd choice to observe a history department and there was one question that stood out when discussing an interpretation question we do for an assessment in year 9. He asked us about how we teach the morality of the 'Butcher of the Somme'. We felt he was pushing us-on this issue but explained that in history we teach to interrogate the evidence before making any judgement and help the students to be critical thinkers to come to their own judgement rather than us giving foregone conclusions or 'moral' judgment to them on a topic.

4th May 3.10pm ish	5th May	5th May 8.30am		
Feedback and questions related to observations and safeguarding	SEN, Attendance, CEIG, PSHE, Retention, Destinations	Personal development		
Questions related to English and our observations	An open and transparent conversation about the strengths of the provision, with particular case studies shared, detailed information was shared about how we support SEN students and how that is logged (both in and out of lockdown), our holistic tracking system, a hard copy of evidence was provided that details the provision that is offered and further information about the support of school refusers.	provide, clear understanding of strengths and things to action. Clear reflection by 'leads'		
	Not apparent	Hard to understand how information was interpreted		
She had exercise books from some students from our classes. safeguarding briefing email	SEN data (evidence of regular checks and updating teachers with information). Attendance data. CEIAG. Saw a copy of the trackers but did not take. Copies of emails that support are communication with students. Bulletins. The PSHE programme in the sixth form. Copies of slides of exemplars. Email evidence of how this is followed up with form tutors.	I provided; summer term clubs/societies list, enrichment action plan, enrichment report, copies of student newspaper		
n/a	None	n/a		
	Feedback was that: 1). Some students (not all) need more scaffolding around the support that we provide particular in relation to the CEIAG. 2). Students want to see more RSE provision and want this developed in form time (form tutor programme). 3). Students feel very passionate about the sixth form. 4). Strong evidence of a culture of teaching and learning reflected in attitudes and behaviour	Lots of evidence of how MUCH we do dol		

JFS Inspection Feedback Summary



Meeting Date and Time:	30 th April, 8.30am	4th May	4th May, P2	4th May, 10.46am (no meeting or conversation – just walked around room)	4th May, P4
Attendees (JFS):					
Attendees (Ofsted):			History inspector	5	One inspector
General theme of meeting:	Attendance & Safeguarding	6th Form	Curriculum, SEND - provision, what students will articulate, really honed in on whether students will be able to explain the connections between the topics across the lessons and the sequences.	One inspector walked around room whilst Y8 English were doing a test. She glanced at a number of students' work and looked in detail at Emma Domb's work.	Observation
What went well:	Was able to provide statistics on past years attendance compared to this year. Was able answer questions directly at me with the support of colleagues too	Good conversation that focused on what we are trying to achieve in the sixth form and its relationship with the curriculum and its purpose. Discussed the various programmes we run to support students transition to HE/apprenticeships/work	Explanation of curriculum, Explanation of department structure / colleagues	Class was focussed and on task.	Exam technique lesson – specific modelling of how to write a good essay question, effective questioning, strong subject knowledge demonstrated
What went less well:	Felt very anxious and hope it didn't come across in the meeting	None	Whether we had completed learning walk Autumn term		A few kippot not being worn
Evidence shown/given to inspector:	Provided verbal data given from SIMS re attendance figures	Verbal information regarding futures week, JS provision, stats on SEN students, how provision changed during lockdown	Feedback sheet for KS3 assessment	ssessment was looked at and returned.	Observation
Evidence not shown/given to inspector that could/should have been	Only provided what was asked of me so didn't provide further attendance data		Evidence from autumn learning walk	No books were asked for or looked at.	
Any other comments:		HMI requested further info and examples of: Bulletins, assemblies, stats on retention	Very observant and interested in students in corridors when moving around the site. He wants to see more history lessons – Year 8 and Sixth Form. Selected students for panel without looking at data / seating plan – seems to pick the most disengaged / SEND	Visit lasted 5 minutes approximately.	

4 th May (Deep Dive)	4th May p2/3	4th May Period 4/5 changeover	4th May-End of day
		History inspector & QA inspectors	
Deep Dive	English curriculum	Walking back from lesson obs	Curriculum response after observations and general questions about the school
Curriculum planning conversations. This then matched up to what was being seen in lessons. Rationale behind all courses and overall PE journey. Use of student voice in planning KS4 Core curriculum. KS3 progressions and sequencing. Leadership opportunities, linking whole school themes to PE, knowledge on behaviour sanctions given in PE. PE displays. Linking disability sport unit to disability awareness week. Inhouse staff training by specialist PE teachers to rest of group. Fact that all PE staff are dedicated PE specialists. Linking of journeys, LTP, MTP and STPs to other units and then this being shown in observed lessons.	Most of it (I think)		We showed; robust systems in history, use of monthly review, green pen feedback, interpretations, progression of skills, and application of knowledge. Links across year groups and wider world. Discussed at length the curriculum and the skills we teach and develop. Were able to show and discuss the range of collaborative and supportive systems we have in place in the History department.
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All courses and key stages - Journeys, LTPs, MTPs, STPs, lockdown evidence, extra curricular timetables, feedback policy, kit sanction policy, DIP, most recent detention register, facility and activity risk assessments.	Booklets used, lockdown work, books, lockdown lessons, LTP		Exercise books he had a range from our classes—able to show evidence of monthly reviews and assessment feedback, green pen activities and general standard of work
None	I don't think anything — she had a lot.		We should have spoken about Anna Joseph and the support she has given to all of us in various ways for Teaching and Learning. No discussion about GCSE or A-Level – not instigated by inspector. He asked how we would report a safeguarding issue if the Headteacher was in Cahoots with the governors – we said we would go to Brent. He asked how we would report it, we said we would google the email address but did not have it to hand.
	I hope it went well – it as around 1h15m in total. Most of it based around the LTP and why we teach what we teach. Final questions around locksdown.	Year 11 reported that student panel mainly about BEHAVIOUR	There was no discussion at all about remote learning provision –not asked or discussed. He is an anti-extremist specialist and it was an odd choice to observe a history department and there was one question that stood out when discussing an interpretation question we do for an assessment in year 9. He asked us about how we teach the morality of the 'Butcher of the Somme'. We felt he was pushing us on this Issue but explained that in history we teach to interrogate the evidence before making any judgement and help the students to be critical thinkers to come to their own judgement rather than us giving foregone conclusions or 'moral' judgment to them on a topic.

4th May 3.10pm ish	5th May	5th May 8,30am	5th May P2, Art B211	5 th May, P2 Spanish	5 th May, 11 20
			Two inspectors	2 Ofsted inspectors	
Feedback and questions related to observations and safeguarding	SEN, Attendance, CEIG, PSHE, Retention, Destinations	Personal development	Visit	Food and Beverages in Spain	Catch Up/PP
Questions related to English and our observations	An open and transparent conversation about the strengths of the provision, with particular case studies shared, detailed information was shared about how we support SEN students and how that is logged (both in and out of lockdown), our holistic tracking system, a hard copy of evidence was provided that details the provision that is offered and further information about the support of school refusers.	Lots to say, no silences, lots of evidence to provide, clear understanding of strengths and things to action. Clear reflection by 'leads'	Right moment to come given the group	The lesson was going well with students well engaged and focused	Clear explanation of cycl of identification, intervention and evaluation
	- Not apparent	Hard to understand how information was interpreted		Zara Glazer just walked into my classroom, not wearing a lanyard, skirt extremely short, passed by me without saying a single word towards another student sitting by the window. When I politely asked her what she was doing, she replied by saying that she was asking her friend Lola for a 'chewing gum'. I then quickly asked her in a polite manner to go back to SEN where she was working with her LSA. She then quietly left the classroom and went back to SEN.	
She had exercise books from some students from our classes. Geoff showed the safeguarding briefing email	SEN data (evidence of regular checks and updating teachers with information). Attendance data. CEIAG. Saw a copy of the trackers but did not take. Copies of emails that support are communication with students. Bulletins. The PSHE programme in the sixth form. Copies of slides of exemplars. Email evidence of how this is followed up with form tutors.	I provided; summer term clubs/societies list, enrichment action plan, enrichment report, copies of student newspaper	Questioned a student asked why he was not taking GCSE	I reported the incident to SEN after the lesson	PP Report. Catch Up evaluation, register and model
n/a	None	n/a		Inspectors saw that the issue was dealt with professionally.	
	Feedback was that: 1). Some students (not all) need more scaffolding around the support that we provide particular in relation to the CEIAG. 2). Students want to see more RSE provision and want this developed in form time (form tutor programme). 3). Students feel very passionate about the sixth form. 4). Strong evidence of a culture of teaching and learning reflected in attitudes and behaviour	Lots of evidence of how MUCH we do do!		None	