Denmead Junior School Curriculum Policy

Responsibility for Document: HT/SLT
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Vision statement

Be Brave, Be Kind, Be You

At Denmead Junior school, we teach our children to be Inclusive, Authentic and to Aspire for Excellence. In doing so, every child will have the opportunity to flourish and thrive, creating happy memories that will last a life-time and prepare them, not only for their next stage in education but for life.

Curriculum Intention:

We are an inclusive school community where the needs of all learners are met within a caring and stimulating environment. We aim to inspire all staff and children to be lifelong learners and prepare our children for the future. Our curriculum, underpinned by our aims, aspirations and the National Curriculum, is engaging and exciting. Within the school, there is a purposeful approach to learning, with clear expectations.

Our school's curriculum promotes high achievement for all pupils, irrespective of background and starting points. We are committed to tackling disadvantage and creating an inclusive culture through whole school culture and engagement, ensuring fair access and equity, providing accurate pitch and progression, and supporting metacognition, growth mind-set, reflection and motivation. Our curriculum enables development of knowledge and skills. Progression of learning is visible through overviews and sequences of illustrated learning journeys which are exemplified within subject leaders' portfolios. Approaches to learning consider the needs of all learners. Parents and carers are challenged and supported to play a full role in learning.

Our provision is underpinned by research in effective teaching practices, metacognition, self-regulated learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our school curriculum.

Helping children develop their knowledge into long term memory

Children need to practise both skills and knowledge in order to remember, automate, refine and ultimately master them. This includes regular retrieval and application helping them store and recall from the long-term memory and involves routinely practising and refining. We aim to design learning that helps children acquire the knowledge they need and then give them opportunities to apply this knowledge in new, meaningful and purposeful ways.

Sequencing concepts and modelling	Questioning	Reviewing material	Stages of practice
Present new material using small steps. Provide models. Provide scaffolds for difficult tasks.	Ask questions. Check for understanding.	Daily review. Weekly and monthly review.	Guide pupil practice. Obtain a high success rate. Independent practice.

(Rosenshines principles of instruction 2012)

Implementation

These are our curriculum intentions which will drive the development of our curriculum provision. These are that our curriculum should:

- Ensure strong teaching and metacognition underpin the learning process
- Secure better outcomes for all at DJS including vulnerable children
- Inspire children's curiosity so they love learning
- Develop children's own identity and interests

Curriculum Drivers

- Challenge for all and quality outcomes for all
- Create memorable and relevant connections
- Enquiry fuels curiosity
- Shallow to deep learning
- Personal development and making sense of their world
- Curriculum is responsive

What makes great teaching at our school?

Integral to this policy are our "curriculum statement" documents for reading, writing and maths (**Annex B)** and individual subject statements. These documents are underpinned by the following components of great teaching:

- a deep knowledge of the subjects taught. This includes an understanding of the way that children think about the content, being able to evaluate the thinking behind children's methods and identifying common misconceptions;

- effective questioning and use of assessment which includes providing WAGOLLs (What A Good One Looks Like) and allowing time for skills to embed alongside a clear progression in new knowledge;

- use of flexible and responsive teaching strategies, flexible pupil groupings not solely driven by perceived ability or prior attainment;

- a classroom climate created by teachers which inspires and motivates all pupils and supports metacognition and self-regulated learning. Teachers incorporate metacognition within planning class inputs, guided groups and flexible groupings.

- teachers **activate prior knowledge, give explicit instruction, model learned strategies, memorisation of strategies**, **guided practice, independent practice**, **structured reflection**;

- classroom management which enables effective use of resources and clear behaviour for learning strategies in line with school policy;

- use of skilful instruction, coaching and facilitating through varied activities such as enquiry, instruction, active, practical and theoretical.

- use of strategies for effective learning; spaced, retrieval, interleaving, elaboration, concrete examples and dual coding.

*(Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major October 2014, John Hattie, 2012,
Six Strategies for Effective Learning by* Yana Weinstein, Megan Smith, & Oliver Caviglioli *2019
Metacognition and Self-Regulated Learning Guidance Report EEF 2020)*

The learning Journey through a topic

Our children are taught key skills and knowledge through enquiry where this is relevant using the Enquiry Wheel (**Annex C)** which also supports metacognition**.**
Each year group starts their journey with a "hook" and will undertake a visit or have a speaker to support their learning.

The enquiry allows children to generate knowledge, ask questions and gather information.
Analysis, sorting and comparing work enables the children to deepen their understanding and knowledge.
All of our journeys end with an exciting purposeful outcome, allowing our children to share their learning with others.

For all subjects, year teams plan learning journeys together ensuring the same rich opportunities are provided for all. The learning journey sequence is illustrated through the topic enquiry wheel (**Annex C**) alongside "What I need to know" knowledge organisers. Effective cross-curricular links are made, where relevant, to show our children how the subjects are related and opportunities are taken to learn maths and English in a real life context. Vocabulary progression is clear within a subject.

Children are taught to work both collaboratively and independently in order to secure high quality work. We share child-friendly learning objectives in all lessons with the children and clear "steps for success" which show the children what they need to do in lessons in order to be successful. These also support self and peer-evaluation and provide a framework for teachers' feedback. Our curriculum includes engaging planned educational experiences and gives opportunity for real world learning where appropriate.

As part of the learning journey we revisit and review previous knowledge in context: What of the previous units can the children recall and use to support their understanding in this journey? What is the new knowledge that they will learn? What skills will they be focusing on developing over this unit of work? What do they already know?

New knowledge is presented in a small steps approach, ensuring that previous learning is linked and made explicit to the children. Guided Practice provides opportunities for the application of new, and previous, knowledge within the context of the age related expectations. Independent application allows for application and overlearning of the newly acquired knowledge. Children also have the opportunity to evaluate and assess throughout.

Our progressive vocabulary ladders identify key vocabulary to be taught from year 3 to year 6. These words are part of a whole host of work aimed at narrowing the vocabulary gap for our children. As a school we aim to expose all children to a broad range of vocabulary and provide them with the skills to use and apply these. Beyond this, we know that, ultimately, the most powerful method of broadening and deepening the vocabulary of our children is to get them reading.

We provide:
- Enjoyable learning experiences; Golden lunch, trips, visitors, residential etc **Annex A**
- A stimulating, challenging and up-to-date, diverse and rich curriculum
- An understanding of fundamental British Values and the protected characteristics.
- Encouragement and support for children to be Inclusive, Authentic and who Aspire for Excellence.

A high quality learning environment is important to us and we will achieve this by:
- Using high quality resources and experiences
- Having clear and consistent high expectations of behaviour for learning as reflected within the school policy
- Respecting the rights of every member of the school
- Developing strong relationships with families and the wider community
- Using the local environment as a rich and relevant resource
- Exploring key ideas through purposeful discussion

We will develop lifelong learning by:
- Encouraging children to persevere when faced with new and challenging experiences using a Growth Mindset approach.
- Use our learning powers to encourage skills linked to metacognition.
- Involving families in the education of their children
- Encouraging children to take an active role in the decisions made about their learning
- Developing each child's personality, talent and capabilities to the fullest.

Effective teaching will be achieved by:
- Reflecting collaboratively on our practice, including the use of reflective staff journals.

- Judging the quality of our teaching by the impact on pupil's learning
- Providing a consistent framework for teaching and learning, encouraging teachers to be creative and innovative to achieve the best possible outcomes
- Adapting our teaching to meet the needs of each group of learners and where needed, individual provision.

We will utilise the skills of our support staff by:
- Providing support staff with the planning process
- Identifying key questions when planning
- Giving and involving in a clear role during whole class input
- Modelling how to promote independent and resilient learners
- Liaising during and at the end of lessons to gain feedback regarding children's learning
- Team teaching during whole class inputs.

Evaluation

Evaluation of our curriculum is through whole school analysis, led by the Curriculum Leaders and involving all subject leaders, teachers, governors, parents/carers and through our pupil voice groups. It will be planned through the School Improvement Plan. Evaluation will ask the following questions:

Are the children connecting, developing and deepening knowledge and skills?
Does progression build on knowledge between Key Stage 1 and Key Stage 2?
Are there secure pathways?
Does the pathway and task design allow for progression from shallow to deep thinking?
Is curriculum content responsive and relevant to today's world?
Does it inspire curiosity by being enquiry based?
Does it create memorable moments and enough opportunities for Awe and Wonder?
Are children's personal identities and their relationship with the world sufficiently explored?

Evaluation is conducted at the end of each term with the children giving their feedback on each topic through Young Governors. Subject leaders also review outcomes in books, through pupil conferencing, displays and through analysis of assessment data.

Impact

The impact of our curriculum on learning is systematically monitored, evaluated and reviewed, through planned activities linked to School Improvement Plans (e.g. pupil progress meetings, book and planning scrutiny, lesson observations and pupil conferencing). This monitoring and evaluation serves to adapt and improve provision to meet aspirations and drive continuous improvement of the curriculum therefore achieving successful outcomes for all.

Each national curriculum subject has a leader responsible for ensuring that the requirements of the national curriculum are covered within each year group, so that as a child moves through the school they build their subject specific knowledge, skills and understanding. Each subject leader has worked on a progression of skills and knowledge linked to the overview for their subject.

Individual subject leaders monitor impact through illustrated learning journeys and subject specific assessment. We closely monitor pupil progress within lessons and over the course of a learning journey, adjusting lessons and units based on continuous feedback and assessment.

Assessment grids enable challenge for children with higher attainment and supports learning for vulnerable children. Assessment is led by Dylan Wiliam's Formative Assessment Strategies (see assessment for learning policy).

Home learning

Activity	Online Resource	Expected amount
Reading	Home reading book and journal/Sora App and Boom Reader	5 times a week
Times tables practice	Doodle Times Tables and Multiplication book	3 times a week
Maths	Doodle Maths	5 times a week
Spellings	Spelling Frame/individual spellings	5 times a week

In addition, each term there will be a reading challenge and an optional competition.

Be kind, Be Brave, Be You (Curriculum Intentions and Implementation)

Our Intentions

Our Vision: We are committed to improving the quality of education at Denmead Junior School so children:

- Have the necessary skills and competencies in reading, writing and maths to flourish at secondary school and in the wider Community
- Are socially skilled and good communicators in all forms
- Have understanding, empathy and care for others
- Are healthy, confident, resilient and happy
- Will look back on their learning at DJS with affection, pride and a recognition of the solid foundations for life-long learning and citizenship that were laid here

We will aim to do this by:

1. Having aspirational expectations in all areas of school life
2. Delivering outstanding teaching every day to ensure that all pupils make good progress
3. Teaching growth mind-sets for learning, learning skills and values education
4. Delivering a relevant, inspiring and demanding curriculum which embeds core skills, develops personal, social and health understanding and allows for individual talents to grow

GROWTH MINDSETS

LEARNING SKILLS	Concentration	Curiosity	Resilience	Self improvement	Cooperation

LEARNING VALUES	Inclusive		Authentic		Aspiring for excellence

Strong teaching and metacognition underpin learning process	Secure better outcomes for all at DJS including vulnerable children	Inspire children's curiosity so they love learning	Develop children's own identity and interests

Curriculum Drivers

Challenge for all quality outcomes for all	Create memorable and relevant connections	Enquiry fuels curiosity	Shallow to deep learning	Personal development and making sense of their world	Curriculum is responsive

Implementation & Organisation

SLT		Curriculum Leader		Subject Leaders	

English	Maths	Science	Computing	DT	RE	Geography	Music	History	Spanish	Art	PDL	PE

Enquiry wheel focus	School Council	Newsround	Restorative Justice	Trips, residential experiences and engaging visitors	Outdoor Learning	Class/Celebration assemblies	Developing a rich vocabulary	Performances/ Services	School council, Librarians, House captains,
How to guides for English and maths	Inclusive and diverse text drivers	House points	Enriched opportunities for learning	Teaching and Learning Policy	Behaviour for Learning and Relationships Policy	Knowledge Organisers	Assessment Policy	Vertical grouping for Curriculum review	Eco team, Sports Leaders, EARA Group

Impact of drivers

Challenge for all quality outcomes for all	Create memorable and relevant connections	Enquiry fuels curiosity	Progression of knowledge into application through taught skills	Personal development and making sense of their world	Curriculum is responsive

Impact is systematically monitored, evaluated and reviewed by pupils, parents, leaders and governors.
The review of curriculum drivers are used to refine or modify the curriculum to secure successful outcomes and high standards of all learners.

Annex A experiences

DJS Experience Grid/Cultural Capital Map

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 3	Spanish day 27/9 Harvest Celebration at Church Singing at the Harvest celebration	Butser Ancient Farm Christmas at the church Nativity 13/12 Poetry slam	Rivers Trip and visitor from the Wessex Rivers trust Gymnastic routine performance across Y3	Bread making Chinese Lantern performance	Egyptian Day Computing/VR experience Modroc Canopic jars Book sharing – Spanish	Class Assemblies
Year 4	Fishbourne Roman Palace Visit Harvest assembly Spanish day 27/9	DT parents gallery Making Roman chariots Listen 2 Me Performance	Class assemblies	Tennis club visit Pizza cooking Calshot residential Creech Woods visit Listen 2 Me Performance	Synagogue visit Year 4 Art Gallery (MyDogSighs)	Spanish Cafe Viking day Viking money bags Listen 2 Me Performance
Year 5	Mary Rose trip Open book afternoon Spanish day 27/9	Black and British- Letter from a black Tudor sailor Class assemblies	Open book afternoon Buddhism workshop First aiders visit Open book afternoon	Year 5 Shakespeare Performance Planetarium Visit	Waterlooville fieldwork visit Open book afternoon	Waterlooville Festival of Ideas
Year 6	Stone Farm Residential Spanish day 27/9 Class assemblies Poetry slam	Design and make my own burger	Mid-winter carnival Greek mask art gallery	Winchester Visit	Paulton's Park forces visit Sustainable sewing- Clothing design	Year 6 Production
Whole School	Mac Millan Coffee Morning. Spanish Day Black History Week World Mental Health Day. Art Week and Gallery.	Forces Remembrance Assembly. House Team event. Anti-Bullying week Parliament week- House captain visit to Houses of Parliament.	Geography Day National Story Telling Week. Musical Performance Evening. Winter Carnival Chinese New Year Celebration.	Whole School Writing event and showcase. World Book Day. Comic Relief in House Teams. Shakespeare Week. Forces Easter egg Hunt.	Year 6 Enterprise Day Athlete visit Cultural Day	Sports Week Sports Day Forces Trip Armed Forces Day Armed Forces assembly led by forces children.

	Harvest celebration at the church	Forces and Sibling Support group to the Pantomime. Marine Band performance. Staff Panto Christmas service at the church.	Children's Mental Health Week NSPCC number Day Safer Internet Day	House Captains present Easter Assembly. STEM week		

Annex B: DJS Maths Curriculum Statement

What good teaching and learning looks like in Maths at Denmead Junior School.	
How we plan maths	• Planning follows the HIAS long term overview as a guide to ensure national curriculum coverage • Clear learning journeys map out a progressive sequence of lessons • Key facts and vocabulary are identified on the learning journey • Key models and images are identified on the learning journey • Learning journeys include opportunities to build fluency, problem solving and reasoning skills • Entry tasks are used to check prior knowledge to inform planning • Each lesson has a clear learning objective • Learning objectives are broken into small learning steps • Tasks are varied to allow all children to access the learning and to be challenged at their own levels • Rich tasks are based on cross-curricular real-life contexts where possible • Daily retrieval practise is planned to cover the previous 3 units of learning • SEN planning toolkit is used to support when appropriate • Calculation policy is used to guide progression of calculation skills
How we teach maths	• Learning target is shared and explained to the children • Flexible grouping and split inputs can be used when appropriate to ensure all children make progress at their own level • Children are grouped based on their needs for each lesson • Lessons are supported with concrete, pictorial and abstract representations (CPA) for all children • I Do, We Do, You Do will be used to model the strategies, vocabulary and use of CPA needed for each lesson • Teachers will model their thinking (metacognition) • Learning walls will support the current unit of learning • Opportunities are given for the children to explain their own thinking using mathematical vocabulary • Guided practise is used to support children leading to independent learning • Scaffolds and faded scaffolds are used to support children towards independent learning • Opportunities to learn and recall key facts (such as measures, times tables, number bonds) • Opportunities to apply knowledge to a range of problem solving and reasoning tasks • Daily retrieval practise helps children to retain the knowledge and skills previously learnt
How we assess in maths	• Transition matrices are used to identify key groups based on previous Key Stage and year attainment • Daily marking and AFL during lessons to inform follow-up lessons and pre-teach and catch-up interventions • Exit tickets are used to inform milestone data drops, future planning and interventions
How we engage parents in maths	• Doodle maths apps provide practise questions across the curriculum and times tables tailored for the individual children's levels allowing parents to support their child's learning at home

	• Parent meetings
What is the impact on maths?	• Gaps in learning are identified and addressed ensuring children make accelerated progress towards expected levels
	• Children retain prior knowledge allowing them to move forward and make expected progress
	• Children are able to speak confidently using relevant mathematical vocabulary to explain their thinking in maths
	• Children know which resources can support them and how to use them appropriately when needed
	• Children have secure strategies for solving mathematical calculations and problems

DJS English Curriculum Statement

What good teaching and learning looks like in Writing at Denmead Junior School.	
How we plan Writing	Learning journeys use a wide range of rich text to motivate and interest the children. A wide range of fiction, non-fiction, poetry and visual text used to inspire all. Texts that create discussion and the chance to develop a point of view, giving children an opportunity to learn more about the world around them and help them to make links. Denmead has a progression of skills that are used when planning interesting tasks that provides children with challenge and interest. Hooks and experiences are used to create a buzz around text. Purposeful writing outcomes are used to make writing interesting. Teachers plan learning journeys using the Hampshire model and these are evident in the classroom and the children books. SOA writing to demonstrate the application of skills independently.
How we teach Writing	Explicit teaching skills and use of WAGOLLs to model writing. Use a range of pedagogies including: model and shared writing, guided group work, I do, you do, writing partners Pre- teaching of key vocabulary Time to explore the language and writing devices Drama and speaking and listen opportunities such as oral rehearsal for writing planning. Rich texts to model high quality writing. Spelling lesson focus carry through into the writing lessons Editing is taught and non-negotiables discussed with children Writing scaffolds are available to support writing skills.
How we assess in Writing	Hampshire model used to assess the children in three milestones. AFL throughout the lessons and adapted planning Peer and self-assessment of writing skills Verbal feedback during lessons Pupil conferencing Editing and improving to encourage self-assessment
How we engage parents in Writing	Parents are encouraged to support children with their phonic and spelling development with the use of spelling frame. Parents are invited to share writing at galleries and writing showcases.
What is the impact on Writing?	Children write for a range of purposes. Staff adapt planning after AFL to ensure that areas for development are addressed. Learning journeys show the progression of skills to ensure that children build on their previous knowledge Children understand different registers and are able to associate the vocabulary used for different types of writing. Children are able to access the wider curriculum and use their writing skills in the. Staff are able to assess accurately and know how to move a children's writing on.

What good teaching and learning looks like in Spelling at Denmead Junior School.	
How we plan Spelling	No-nonsense spelling programme for the sequence of lessons and clear progression of skills Little Wandle catch-up programme used to support those who are not yet secure in phases 1-6.
How we teach Spelling	1 hour of spelling a week across the school – daily in year 3 Phase 5 phonics sound revisited weekly in all classes across the school. Phonemes are correctly articulated and pronounced by staff Spellings clearly shown on the working walls with a focus on the spelling rule being taught Adults modelling the spellings across the curriculum Where appropriate, sound buttons, segmenting and blending are used to support the spelling. Previously taught spelling become non-negotiables (the children will need to correct them before handing in their books) Word banks are used in lessons to support spelling The correct terminology for spelling is used by all staff and is consistent Spelling frame is used in the classroom to support the learning at home
How we assess in Spelling	Pupils self-check their spellings and correct using a purple pen AFL during lessons Half termly assessments Diagnostics half termly
How we engage parents in Spelling	Parents are encourage to support children with their phonic and spelling development with the use of spelling frame.
What is the impact on Spelling?	Children can spell the common exception words The school environment reflects the high expectations of spelling Staff confidently use the terminology for phonics and spelling

What good teaching and learning looks like in Reading at Denmead Junior School.	
How we plan Reading	3 x Guided Reading session per week, with a focus on a wide range of text. Opportunities planned into the day for personal reading time. Planned opportunities to be heard to read by a member of staff. Storytime/class reader time Reading learning journeys planned throughout the school. Timetabled library time and access to our online SORA. School wide engagement with special events that promote reading and storytelling. Cross curricular texts are used to engage children across the curriculum Use of a synthetic phonics program to support early readers and to support the catch up program Scroll Back and SEN toolkit used to plan where required. Targeted reading interventions for our Lowest 20%readers
How we teach Reading	The teaching of reading skills are taught and modelled. The environment promotes a love of reading with displays in the classrooms Task design in guided reading lesson are focused on the reading of the text. ABC class discussions used to engage children in reading Echo read is used to help promote reading aloud and develop speaking and listen skills Different layers of questioning used to encourage deeper thinking Teachers model as readers Synthetic phonics program used to develop early reading and support rapid catch up – regular and consistent application across the classes. Oral rehearsal of sounds encouraged across all classrooms and year groups.
How we assess in Reading	Hampshire model used to assess the children in three milestones. Year 6 practise SATS papers used to analysis gaps Phonics assessments completed to gage each child's knowledge (all of year 3 – others years as required) Teachers use the progression of reading skills to ensure that the children are on track.
How we engage parents in Reading	Library is open to parents twice a week. Boom reader app –for parents to record their children's' home reads. Carefully planned reading events throughout the year.
What is the impact on Reading?	Children develop a love of reading and reading is promoted, with all members of the school seen as readers. There is a wide range of books available for all children o access Children have reading books matched to their phonics phase. Children learn to read aloud and have the confidence to discuss within the classroom Teachers have opportunity to hear their children read and are able to assess efficiently Reading is embedded across the curriculum

Knowledge organiser example:

History Knowledge Organiser

Year group: 4	Topic: Anglo-Saxons and Vikings	Element of History (GT): Culture and Civilisations Inventions and Innovations Conflict and Resolution

Key Vocabulary

Invaders	People who forcefully move against a people/land that is not their own.
Settlers	People who move from one place and make their home in another (country, region, place)
Anglo-Saxons	What we now call the different groups of peoples that came from Europe to invade and settle in what is now Great Britain.
Vikings	Those that came from Scandinavia to invade and settle in what is now Great Britain
Raid	An attack on another group without their knowledge

What key skills will I have by the end of this journey?

I can ask relevant questions that are related to the learning.

I can sequence taught chronology and remember key details.

I can use both primary and secondary sources to find out information.

I can begin to draw comparisons between different time periods.

My outcome will be:

Increased understanding of invaders and settlers in Great Britain's past.

What key knowledge will I know by the end of this journey?

The difference and similarities between invaders and settlers.

Why the Anglo-Saxons came to Britain.

Who the Anglo-Saxons and Vikings were and how they lived in Britain.

Anglo-Saxon and Viking relations and how this formed modern day Britain.

Links to previous and future learning:

In Year 3	In Year 4	In Year 5	In Year 6
Life in Ancient Egypt		Life in Ancient Maya and Tudor England	Life in Ancient Greece

History Progression of Knowledge and Skills

Golden Threads		
Inventions and Innovations	**Culture and Civilisations**	**Conflict and Resolution**
How technological advancements in the different periods of history impacted the lives of the people. What was made possible due to the advancements and what new challenges did these people face that they had not faced before? Did all people benefit or were there some groups who experienced differences?	How did people of these time periods interact with each other? What legacy did these people leave behind that is still felt in the modern world? Why are they still studied and considered thousands of years later? What can we learn from how they lived, worked and survived?	How did these people interact with their contemporaries- peacefully or otherwise? What caused conflict and could it have been avoided? Who were the main players, and who were the allies? What/who brought about resolution and what impact did this have on their time and the future?

Knowledge and Skills		
Evidence and Enquiry	**Chronology**	**Interpretation and Analysis**
The progress from being able to engage with questioning to give opinion, to provide evidence and the alternative viewpoint. To begin building own questions and enquiry, until finally being able to confidently outline a question/enquiry based on evidence.	Not just the manipulation and understanding of dates and details, but of the growing sophistication in language when talking about different time periods. To understand timelines and be able to situate their learning in chronological order. Sequencing of events and historical happenings.	How history is being interacted with. Questioning sources and information for validity and for 'what else' they are trying to show/saying. What links can they make between then and now, and then more direct comparisons between periods of history studied. How they interact with evidence and historical fact and speculation.

Golden Threads are the links that can be made between all time periods and events studied at Denmead Junior School.
Knowledge and skills is more measurable- progress should be seen between what is happening in Year 3 vs. Year 6.

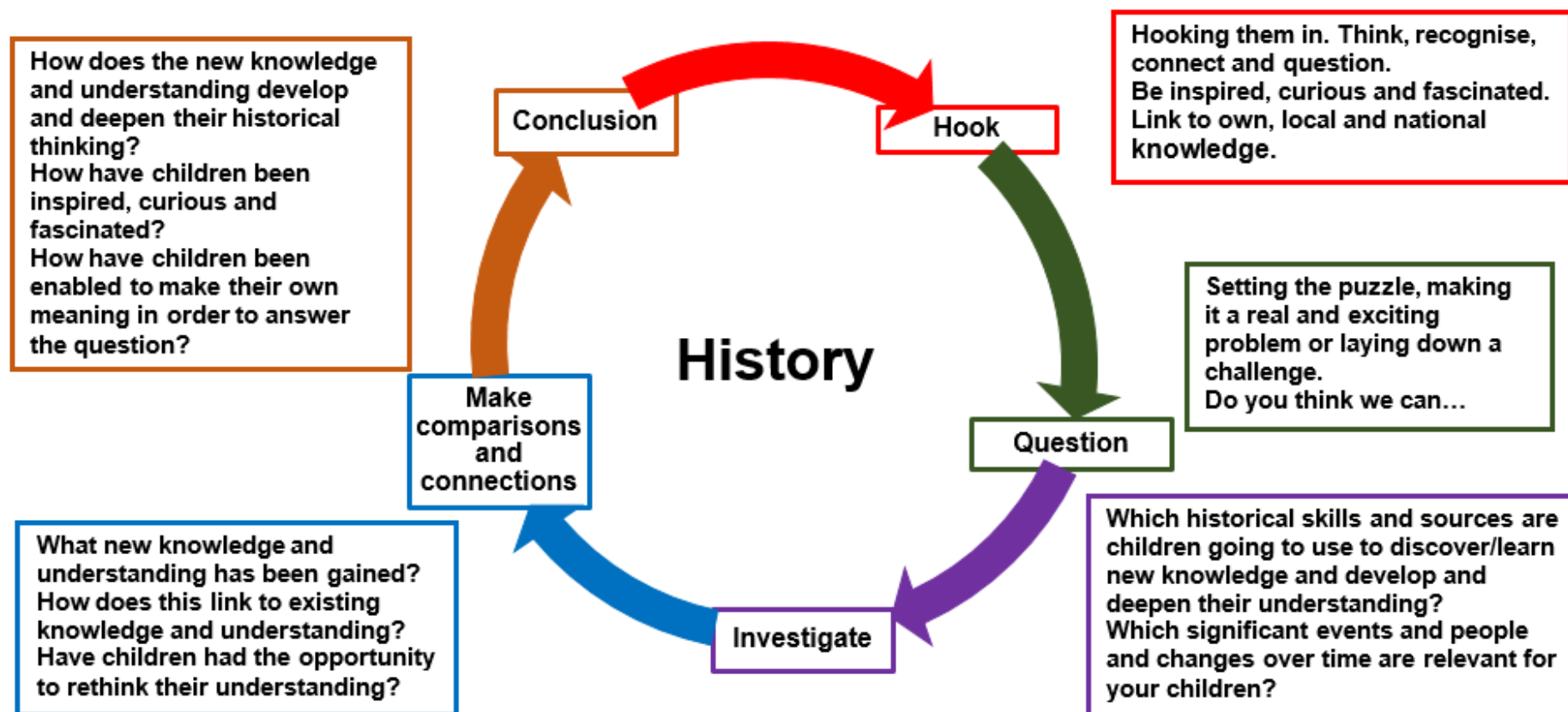| Progression of Knowledge and Skills	Year 3 Units: Stone/Bronze/Iron Age Ancient Egypt	Year 4 Units: Ancient Rome Anglo-Saxons and Vikings	Year 5 Units: Mayans Mary Rose	Year 6 Unit: Power
Evidence and Enquiry	Show an interest in period studied and begin to reflect similarities/differences with own time.	Beginning to give opinions that are supported by some learned fact/evidence.	Give opinions, mostly supported by evidence, on events and significant figures in history.	Give opinions, supported by evidence, on events and significant figures in history.
	Questions how we know things about the past- where and who that information comes from.	Beginning to consider sources and where history comes from.	Introduced to provenance and beginning to understand why sources should be questioned.	Understand why there are questions around historical events studied.
	Asks mostly relevant questions about learning.	Asks relevant questions, related to learning.	Asks questions and beginning to link prior learning and time periods.	Confidently generate questions based on prior learning and gained knowledge.
Chronology	Knowledge of anachronism- what fits in the time period and what does not.	Confident in anachronism and can offer comparable items.	Growing chronological knowledge of time periods studied.	Can situate prior learning, chronologically.
	Can sequence historical events presented in a narrative style.	Sequences taught chronology and can remember key details.	Can correctly order events in studied history with some explanations.	Chronologically depicts significant events or moments in studied history.
	Beginning/attempting to use appropriate language to describe time periods i.e. before, after, later, modern	Can use known language correctly to describe time periods. Shows some understand of BCE/CE	Uses appropriate language to describe most time periods and confidently uses BCE/CE	Confidently uses appropriate language to describe time periods, in comparison to others studied.
Interpretation and Analysis	Can interact with source material to find information.	Exposed to primary and secondary sources and the difference between them.	Can distinguish between primary and secondary material. Beginning to understand why scrutiny is needed.	Knows why sources of information (primary or secondary) need to be questioned and scrutinised.
	Can recognise that different time periods have different characteristics.	Beginning to draw comparisons between time periods studied and what makes them different.	Can talk about time periods studied with reference to what makes them different. Beginning to consider what might make them similar.	Can compare more than one time period with another studied with consideration to similarities and differences, using evidence to explain why.

History Curriculum End of Year Historians

Year 3	By the end of Year 3, an historian at Denmead Junior School will: - Recognise that different time periods have different characteristics (people, places, things, innovations etc.) - Interact with source material to find out information - Begin to use appropriate historical vocabulary to describe and compare periods of time i.e. before, after, later, modern - Sequence historical events presented in a narrative style - Have knowledge of anachronism- what fits in the time period and does not - Ask mostly relevant questions about learning - Question how we know things about the past- where and who information comes from - Show interest in periods studied and begin to reflect on similarities/differences with own time
Year 4	By the end of Year 4, an historian at Denmead Junior School will: - Begin to draw comparisons between time periods studied by knowing how they are different - Be exposed to, and interact with, primary and secondary sources and the difference between them - Use known language to correctly describe time periods, and begin to show consistent understanding of BCE/CE - Sequence taught chronology and can remember key details - Confident in anachronism and can offer comparable items that are time appropriate - Asks relevant questions, related to the period of study - Begin to consider sources and where history comes from - Begin to give opinions that are supported by learned facts/evidence
Year 5	By the end of Year 5, an historian at Denmead Junior School will: - Talk about periods studied with reference to what makes them different and beginning to consider similarities - Distinguish between primary and secondary evidence and begin to recognise why scrutiny of sources is needed - Use language appropriate to most time periods and confidently use BCE/CE - Growing chronological understanding of time periods studied and can correctly order events with some explanations - Give opinions, mostly supported by evidence on events and significant figures studied - Have some understanding of provenance and why sources should be questioned - Ask questions and begin to make links between prior learning and time periods

Year 6	By the end of Year 6, an historian at Denmead Junior School will: - Engage critically with evidence (primary and secondary), knowing why it needs to be questioned and scrutinised - Be able to compare more than one studied time period with another, using evidence to explain their similarities and differences - Be confident in their use of time-appropriate language to describe time periods - Chronologically depict significant, studied, historical events and situate prior learning chronologically - Give opinions on events and significant figures in history using evidence to support - Confidently generate questions based on prior learning and understanding

Annex C Enquiry wheels
Showing the progression from subject lead to child

History

Hook

Hooking them in. Think, recognise, connect and question.
Be inspired, curious and fascinated.
Link to own, local and national knowledge.

Question

Setting the puzzle, making it a real and exciting problem or laying down a challenge.
Do you think we can…

Investigate

Which historical skills and sources are children going to use to discover/learn new knowledge and develop and deepen their understanding?
Which significant events and people and changes over time are relevant for your children?

Make comparisons and connections

What new knowledge and understanding has been gained?
How does this link to existing knowledge and understanding?
Have children had the opportunity to rethink their understanding?

Conclusion

How does the new knowledge and understanding develop and deepen their historical thinking?
How have children been inspired, curious and fascinated?
How have children been enabled to make their own meaning in order to answer the question?

Enquiry Wheel:
Showing the progression from subject lead to child

Reflect
What have I learnt for next time? Have I listened to the advice?

Understand
Is this similar to a task I have done before?
What do I already know?
What is the problem that needs solving?

Plan
How will I answer the question?
Have I got the equipment I need?
Is there an example I can look at?

Do
Follow your plan and tackle the problem. Am I making progress?
What should I do next?
Am I focussed?

Check
Check my work makes sense. If my idea has not worked, what could I try next?
What do I need to change?
What could I do differently?
Who can I ask to get help?

Excellent Communicator
Share my learning and thoughts clearly to my audience.