

Curriculum Mapping Document

History



Our whole School curriculum intent believes:

At Ercall Wood Academy our students will experience a highly personalised, modern curriculum, rich in variety and diversity, yet underpinned by traditional values.

The structure of our curriculum design is presented within two different documents. Firstly, our curriculum map, which outlines subjects studied at Key Stage 3 and Key Stage 4. Secondly, our five-year curriculum overviews which specify the intent, implementation, and impact of each individual subject.

Our curriculum is challenging and designed to help to address social injustice by providing our students with the essential core knowledge and skills that are commonly possessed by successful citizens which will enable them to positively contribute to their community. No child will be disadvantaged by our curriculum. At both KS3 and KS4 our curriculum is underpinned by our whole school values:

- **Empower** - **Respect** - **Aspire**

We **believe** in our students and through our challenging yet broad curriculum we will engender **self-belief** in our students. Through inspirational and innovative teaching of our curriculum, we will instil a drive in them to **achieve** and become the very best that they can be, preparing them for **success** in life. Our curriculum aims to develop the whole person and the talents of the individual and to allow all students to become active and economically self-sufficient citizens.

The key priorities within our challenging and broad curriculum are:

- To provide an ambitious curriculum for all students which contains the necessary range of knowledge, skills and experience that prospective employers demand from their candidates.
- To deliver high quality cross curricular project-based learning to further develop students 21st century employment skills such as critical thinking, problem solving, communication, collaboration and innovation.
- To create an inclusive environment based on the core principles of equality and respect.
- To explore and clarify student beliefs and values and help them to learn to think and speak for themselves.
- To ensure that our curriculum develops skills for learning, life and work by making learning relevant and helping students apply lessons to their life beyond the classroom.
- To ensure that our curriculum incorporates regular retrieval practice to strengthen memory and maximise cognitive development.
- To inspire our students to succeed through the challenge and enjoyment of learning and to respect themselves, their community and the environment in which they are an integral part.

Enrichment Opportunities

We believe that opportunities to bring the curriculum to life should be integral. We passionately believe that our students should sample a wealth of exciting new experiences to broaden their horizons, open doors of opportunity, hope and aspiration for all, regardless of their circumstances. Our enrichment activities aim to further equip students with the knowledge and cultural capital they need to succeed in life.

Our intention for our curriculum is:

“History is who we are and why we are the way we are” (David McCullough)

The history curriculum is designed to create well rounded citizens who are able to make informed, moral decisions about their role in the community and understand how their actions and choices impact on the history of our nation.

The curriculum is built around a broad chronological story of Britain and its relationship with the rest of the world. We begin in pre-history and end our KS3 study with the cold war and 20th century superpower politics. We believe this gives our students a coherent framework to hang their learning on and allows them to understand the progression of politics, economics and society through the ages. It also provides them with a firm basis to build their GCSE studies on. At GCSE we follow the AQA specification because it offers the more logical and accessible exam style of the three. The units we have selected are tailored to meet our students’ needs with the migration’s topic helping them to understand the multicultural Britain they live in today. This specific focus of the long study calls upon knowledge from KS3 and is supported by the framework of the story of Britain they have already acquired. Our other making of Britain unit is the restoration. This unit is depth study of England at the turning point between the old order of monarchy and subjectdom and the more modern democracy and citizenship. The divisions and progress made in this period help to explain the later divisions and priorities of the 20th century that are studied in the conflict and America units.

The entire curriculum is underpinned by the principle of gaining knowledge through review and layered understanding of cause and consequence. Students will develop a schema to support their understanding of how the big decisions are made, based on their understanding of how people develop and prioritise their aims and intentions in life. Mastery and fluency are developed through regular practise of the key skills of history and skilled questioning and discussion in lessons. Mastery is a significant element in the skills area of our curriculum. Final assessment is by GCSE exam which draws heavily on the ability to apply knowledge and skills to specific extended writing tasks. Throughout the 5 year course we build in opportunities to practise short recall and retention of simple facts that can be built on to provide the more in depth understanding needed for final assessment. As such our assessments are a combination of short recall and extended structured writing to embed the essential knowledge and skills required to be a successful history student as well as an educated member of society.

Students study history to gain an understanding of the mechanisms and motivations of ordinary people and powerful people who have made significant impacts around the world both in the past and today. Our curriculum is designed to help students to understand the nature of what we call "British".

In History students get to explore the whole world. They learn about how our countries were formed and who the key people who built our ideas and nations were. Students travel around the world on our history curriculum journey, learning about the early settlers here in Britain and the people who struck out across the planet to live in the Americas. They also find out about and question some of the darker times in our history when the British Empire was responsible for some appalling crimes against other nations of the world and they learn about the chaos of Europe in the 20th Century.

Our approach to history is based on nurturing curiosity and feeding the desire to understand why and how we came to be the Britain we are today.

Our five year curriculum has been ordered in a chronological sequence to ensure clarity of building up the big picture. By the end of year 9 students will have an understanding of the way that Britain developed and became the nation it is today through a study of the development of our constitution and culture. Students will be able to confidently tackle any of the question stems for GCSE History and will understand how to organise and apply knowledge. Students will have embedded skills in learning and recalling information.

Linking our curriculum intention to our local community and real-life links to content:

The curriculum, through enrichment and real-life experiences during the school day and within enrichment opportunities, will maximise the use of the local area. We will link our curriculum to the following:

- The study of the Ironbridge and the industrial landscape that surrounds it.
- Independent studies of significant figures from Shropshire who were involved in the big events of history like the world wars, the suffragette movement.

Implementation

Our lessons are taught using two separate elements. Declarative knowledge and procedural knowledge.

Declarative Knowledge is the underpinning factor in our curriculum and is taught using booklets. The booklets provide our students with the basic knowledge they need and give them clear structured tasks to complete to test their understanding. The activities in the booklets are binary right/wrong answers, so students are then able to receive instant feedback through green slides where the answers are shared, and they amend their notes accordingly. The booklets belong to the students and are their responsibility. They are encouraged to make any extra notes they need and to take pride and responsibility for them. Because of the highly structured nature of the tasks, it is easy to see where students have missing notes or green pen work so that the gaps can be addressed immediately. Because the basic notes and information are included in the booklets, no learning time is spent recording information so more time is given to discussion and scaffolding of understanding through questioning. The booklets are planned collaboratively within the department and provide consistency and quality assurance across all groups. The support and scaffolding of booklets not only lifts students to the top but also gives teacher the freedom and structure to use every second of time in lessons for learning and developing students' thinking through effective questioning. Time is not lost in admin while students copy titles or key language from the board. Ultimately the booklets are a depository of declarative knowledge that can be referred to for revision and to support practise for exams and homework.

Every lesson begins with a recall activity around the deep dive, dip, discover framework. Students are given simple recall questions on knowledge from some time ago, from last lesson and looking forward using the knowledge organisers contained in the booklets. Activities in the lessons are built around the SOLO taxonomy model and develop and build understanding culminating in working on a judgement or assessment question.

Procedural Knowledge is practised with a mini mastery approach with each question stem (skill) applied three times in a row with different content. The schedule follows a pattern of read; plan; write. Students have their first experience of a new skill with a modelled answer which they read and then annotate and analyse to identify the key elements of the answer and identify where the point, evidence and explanation have been used in the answer. They also identify elements of knowledge that are specific. Specific knowledge is NICE; numbers, interesting stories, character and people, easy dates. They are then encouraged and supported to improve the answer with suggestions for further NICE evidence to include or improvements to the structure of the answer. The next encounter is "construct" this time students choose the information they would include for their point, evidence (NICE) and explanation. They record this in bullet point form and are invited to share their ideas in discussion to be recorded as extra green points by their class mates. After this stage they are ready to write an answer of their own and they write an answer for the next session of learning. By this stage they have seen how to structure and organise the knowledge and therefore they are able to apply their knowledge without the cognitive load usually associated with trying to fill a blank space with no clear starting point. The final written answers are marked, scored as basic/simple/developed/complex and feedforward questions are provided for learners to improve their answer and move their understanding on towards the next level.

Homework is centred around practise and focusses on our key comprehension questions. 10 questions are set per week. They are 50% recent learning from the current session (dip), 30% older learning from earlier in the year (shallow dive) and 20% from previous years (deep dive). Students are required to attempt the quiz 3 times or until they achieve 100%

Summative assessment is termly in the form of an exam which is made up of comprehension recall and extended writing to demonstrate skills. The assessments are moderated by the department to ensure consistency and marked using our agreed levels of skills to inform intervention and report to parents and stakeholders.

Intervention Takes place in face to face sessions. The face-to-face sessions are dedicated to developing skills in tackling the application of the knowledge to exam style questions or to reviewing knowledge. Skills and knowledge sessions are run simultaneously on three evenings per week to allow as many students to attend as possible. Year 11 complete the new knowledge of the course by February half term and then begin a bespoke program of revision based on the needs identified by the mock exams in January.

Raiders and Migrants	Revolt!	Catholic V Protestant	King v Parliament	Historic Wellington
This short unit is an introduction to the background to Britain. It briefly covers the lifestyles, beliefs and achievements of the early settlers before 1066. This gives our students an understanding of the migrant nature of the early settlers in England, and builds a foundation on which to understand the impact and significance of the Norman conquest.	This study of the development of Church, state and society in Medieval Britain 1066-1509 begins with the Norman conquest and concludes with the mystery of the Princes in the tower. The key aim of this unit is to give our students an understanding of the basis of our political structure with study of William's consolidation of power of the existing nations of England. The early power struggles between church and state with the story of Thomas Becket, people and state with the Peasants' revolt and aristocracy and king with the reasons for and impact of the Magna Carta. This foundation allows our students an understanding of the early stages of steady development of England into a democracy, it suggests why England's form of democracy became a model for other democracies that grew out of the Empire in later years. The study of Castles shows how the powerful people of England impacted on the landscape and ordinary people of the nation.	This study of the development of Church, state and society in Britain 1509-1745 focusses on the long conflict between ideology and power provides an understanding of the importance of ideology and the conflict it can cause when used to gain or maintain power. The unit starts with a dedicated study of the differences between Catholic and Protestant and an explanation of how religion was used as a way of controlling the people and concentrating power in the hands of the Monarchy. This lays the foundation for long term understanding the importance of later political ideologies and the impact of belief and allegiance on the careers and fortunes of both powerful people and powerful countries. Also as a part of this unit we learn about the impact of these political machinations on the ordinary people of England a study of the impact of the loss of the monasteries, the impact of the political policies of Elizabeth and huge impact of forcing people to go against their beliefs in return for security. This unit also explores the early forays into the wide world with a look at the Elizabethan explorers and a study of why Elizabeth believed that exploration and ultimately, colonisation was an important tool in her management of power.	The fourth topic is the English civil war and interregnum. Students will consider the reasons for the civil war and the impact it had on ordinary people in England. Students will understand the importance of the change in belief about the role of the king and the rights of individuals by studying the interregnum and the reasons for the restoration. To understand the huge social impact of the civil war and interregnum we complete a short case study of the growth in the belief in witches and the negative impact this had on ordinary people. ..	We end year 7 with a look at Wellington and how it has developed and grown over the years since its establishment in 1244. Students create their own guide to historic wellington. This is an opportunity to create something really detailed and personal to themselves.

Year 8 Curriculum Implementation

Industrial England.	Imperialism and colonialism.	World War 1	Peacemaking	democracy and dictatorship
We begin this unit with a study of Victorian London through the lens of the mystery of Jack the Ripper. This unit is a study of the impact of the industrial revolution on Britain with a particular focus on Telford. We begin with a general look at the changes brought about by the growth of industry. The coming of factories and the growth of cities. We consider the human impact of the changes and study Victorian values to understand the nature of industrial Britain. We then focus on the impacts of industry on the Coalbrookdale valley. This study will include a trip to the first blast furnace and a study of the natural resources of the area. It is based on the model of the GCSE historical environment unit and will pose the question: “Natural resources was the most important reason for the success of the Derbys in Coalbrookdale, how far do you agree?”	We then go on to look at the impact of Britain overseas. The first part of this unit is a study of the actions of Britain in India. We study the positive and negative developments that Britain made in India and understand the reasons why Britain was able to take over from the Mughals and why India ultimately campaigned for, and achieved independence from Britain. We also look at the impact of the triangle trade in slaves with a study of the emancipation of the slaves and the resulting civil war in America.	This study of WWI focusses on the impacts of the war on the people who fought it and the governments who were involved. The aim is to understand the impact of the war on the attitudes of people and governments and how it led to global cooperation and ultimately global war in the later half of the 20th century. We study the causes of the war understanding the difference between long and short term causes and establishing a generic understanding of the pitfalls of international relations based around alliance and competition. We then study the way the war was fought. From trench warfare to the development of the royal air force. We use the trenches as a case study in using and testing historical sources like poetry and letters to establish a truth about events in the past and develop an understanding of the evolution of interpretations. We end the unit with a study of the Treaty of Versailles with a focus in understanding the limitations of it and the impact it had on Germany. Students are asked to suggest their own treaty and suggest a treaty from the point of view of one of the leaders before we look at the reality, this introduces the idea of how self interest can have a far reaching impact on the history of nations.	This unit is an in-depth study of the peace at Versailles and the impacts it had on Europe as a whole. We look into the relationships between the big three and how their aims and attitudes changed the face of Europe.	This unit explores the concept of democracy and looks how it has developed over time. The unit begins with the question “How did Britain become a democratic country?” and goes on to look at the Peterloo massacre and the work of the women’s’ suffrage movement. We then go on to look at the dictatorships of Europe with a focus on the Russian revolution and reasons why the Russian people felt that communism was the best solution to their problems. We then compare this to the General Strike in Britain and consider why Britain didn’t also spiral into revolution. We finish the unit with a look at the impacts of the Wall street crash and the rise of Hitler in Germany.

Year 9 Curriculum implementation				
1	2	3	4	5.
The successes and failures of the league of Nations.	The actions of Hitler	World War 2.	Global war	The development of Modern states
This unit looks at how the League of nations tried to solve the problems in the world in the 1920's and early 1930's. We look at the aims of the league in terms of the commission to make the world a better place, for example: By controlling the trade of drugs and rehoming refugees. We also look at their attempts to solve conflict between countries. For example the successes in the Aaland Islands and the failures in Manchuria and Abyssinia.	This unit looks at the final steps to World War II. We study the reasons why the governments of Britain and France followed the policy of appeasement. We also study the reasons why Hitler wanted to expand the land controlled by Germany. This unit is a case study in why war happens and the mistakes that can be made when we misunderstand the purpose of regimes.	Our study of WWII is similar in its aims to our study of WWI. We explore the impact of the war on ordinary people learning about the home front and the impact of war on the British not only in a physical way but in the development of the British attitude and understanding themselves with concepts like "Dunkirk Sprit" and "keep calm and carry on" We look at key events like Dunkirk, the battle of Britain, the Blitz, and the Holocaust. And we study the end of the war in Europe.	We explore the impact of WWII on ordinary people and learn why global cooperation was so important to the British war effort. The aim of this unit is to understand how and why it was a world war when so often our focus of understanding is on the events in Europe between the Allies and the Germans. We look at key events like, The battle of the Atlantic and the war in the Pacific, and the contribution of soldiers from the Caribbean and India. We study the end of the war in Japan and the impact of the bombing of Hiroshima and Nagasaki. We aim to understand why the colonies of Britain were essential to survival during the war and consider the extent to which world war two was the beginning of the end for Empire.	This unit is a study of the development of different types of state in the 20th century. It falls into three distinctive sections. The first is a study of the principles and practicalities of the introduction of the NHS in post-War Britain. We then go on to study the development of Ireland with a short study of the issues that led to the violence of the troubles and the final settlement of a division between North and South. The final study is of apartheid in South Africa. This is designed to allow students the opportunity to consider how and why it was allowed to happen and to begin to understand the legacy it has left behind.

Year 10 curriculum implementation.					
Conquered and conquerors	Looking west	Expansion and empire	British empire in 20th century	America, 1920–1973: Opportunity and inequality	America, 1920–1973: Opportunity and inequality
				Boom-The roaring '20s.	Bust – Americans' experiences of the Depression and New Deal
We end year 9 with an introduction to the GCSE course. Our thematic study is Migration, Empires and the People. Over the course of year 10 and 11 we will study the growth and contraction of the British Empire and understand the reasons why people have moved in and out Britain over the past 1500 years. We begin with Vikings and end with Brexit campaign. The Viking invasions are our first unit of study. We learn why they came to the British Isles and how and why they later decided to settle here. We will learn about key figures like Alfred the Great, Cnut and Emma of Normandy and understand how the decisions they made and the institutions they established are still with us today. We then move on to explore England's relationship with France. We learn about key figures like Henry I, Matilda and Steven, and Henry II and how they expanded the land held by the English monarch.	The second section of the Migrations Empires and the people unit is about England's relationship with the "new world". We learn about what drove the Tudor and Stewart monarchs to look to the Americas for riches and power. As part of this unit we learn about one of the darkest periods of British History: the Atlantic slave trade. This was started by Sir John Hawkins and involved the transportation of African people from the African to the Caribbean and Americas to work on plantations as slaves fuelling the highly profitable trade in tobacco and later, Sugar. We look at the activities of Captain Morgan and the development of Barbados. We understand how this contributed to the enormous wealth and power of Britain. We then move on to the story of the colonies in America. We learn how America was settled by figures like Raleigh	In the summer term we return to our thematic study: Britain, Migration, Empires and the People. Moving on to the period of expansion in the British Empire. We learn about the physical expansion of land held by Britain and the impact that this had on the people who lived under British control. We also learn about the changes within Britain brought about by the Industrial Revolution. The first growth of Empire case study is India. We learn how the East India company went from being a simple trading organisation to being the government of India and how certain key individuals like Robert Clive and Warren Hastings were important to this change. We explore the ways in which Britain benefitted from controlling India and we consider the changes that were made in the country and whether or not they had any positive impact on Indian people.	The final part of our study of the British Empire is the huge changes that took place in the 20th Century. The backdrop to the Century is worldwide conflict of the first and second world wars and the impact of the cold war on nations across the world. Our Students already have a secure understanding of the nature and outcomes of international relations during this period so this is a view of the impact of those events of the British Empire. At the start of the Century Britain controlled over a quarter of the globe and it was said that the sun never set on the British Empire. By the end of the Century almost all of this power had been lost. We begin with the Impact of WWI on India looking at how the huge contribution of Indian soldiers to the successful war effort led the growth of calls for more freedom and the right to home rule in India. We focus on the early work of Gandhi, a	• The 'Boom': benefits, advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom. • Social and cultural developments: entertainment, including cinema and jazz; the position of women in society, including flappers • Divided society: organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case.	The wall street crash in 1929 had a massive impact around the world as we discovered in year 8. This unit looks at the ways America attempted to recover from the economic disaster. We will look at the measures they implemented and assess the success or otherwise of them. We also compare their response to that of other governments around the world like Hitler's Germany and later responses by governments in Europe after the crash of 2007. Specifically; we will study the impact of unemployment and the detail of the New Deal with a focus on the individual influence and approach of Roosevelt.

Then we learn about his sons; Richard and John and how they lost much of that land. The second half of the medieval part of this unit is a study of the hundred years' war and its impacts both in the physical sense of the loss of life and loss of land and in the more philosophical sense of how it contributed to our national character and how we perceive ourselves as an island nation, slightly removed from continental Europe.	at Roanoke and Jamestown, and the Pilgrim fathers in new Plymouth. We explore the reasons for the American war of Independence, the 7 years war, taxation and the Boston Massacre. After the American War of Independence, we learn about the impacts of the loss of land in America around the world in Canada, Australia and Sierra Leone. In Britain there were also changes; the arrival of the Huguenots, the highland clearances and the Ulster plantations. All of which had long term impacts on the nature and success of Britain.	We then go on to study the vast continent of Africa. Britain was heavily involved in the scramble for Africa in the 19th Century and the different countries taken over all have different stories and were taken by Britain for different purposes. We learn about the impact of figures like Cecil Rhodes, developments like railway, the Suez Canal and telegraph and we learn about the aims and activities of missionaries to Africa. We end our scramble for Africa unit with the Boer war. Back in Britain there was considerable upheaval caused by the internal migrations triggered by urbanisation due to the industrial revolution, the Irish Famine and the Jewish Pogroms in Eastern Europe. These events led to many people moving within Britain to seek safety or work or moving out to the new colonies in Australia and New Zealand. We learn about the impact of modern technology like refrigerated ships, telegraph and railways on the settlement and success of the antipodean colonies.	story which is picked up later as he grew in influence. Next we learn about the impact of WWII on India and we see how the second world war made independence for India essential through the work of Gandhi and his followers. Our study of India ends with partition of India and the freedom of the states on the Indian peninsula. Our next focus of study the fight freedom on the African continent. We learn about the work of Nkrumah and Kenyatta and Pan African movement. Finally we turn to Britain itself and learn about migration to Britain: The Windrush- Caribbean migration and Claudia Jones, Uganda and Idi Amin and the impact these migrations had on the country including the significant problems with racism in the 1960's. Britain's role on the national stage changed during the later 20th century as she became a leader in the Commonwealth and suffered the defeat a The Suez Crisis. We also learn about Britain's long-term relationship with		
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			Europe both as an outsider and later member ending with the referendum of 2016. As part of our study of Europe we learn about Margaret Thatcher and the Falklands war. This study of Britain in the latter 20th century will also build on understanding of the impacts of the world wars and the changing relationships between the people who made Britain their home including non-European migrants and the migrants from Eastern Europe who joined the EU at the end of the Cold War.		
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America, 1920–1973: Opportunity and inequality Post-war America	Elizabeth court and parliament	Life in Elizabethan times	Elizabeth: Troubles at home and abroad	Bespoke revision and or intervention.	Revision
For this unit we pick up the Story of America at home. We understand how America turned WWII to their advantage making them the most powerful country in the world. We pick up the story of the growth of consumerism and understand the impact of television and mass media on the ordinary people of America. We also look at the problems within America with a study of the civil rights movement in the 1950's and 1960's and the women's' rights movement in the 1970's. This unit provides the perfect backdrop to our study of the cold war and gives our student an understanding of how the cold war effected policy both at home and abroad.	- Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers. - The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.	- A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. - The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. - English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh. - This unit will also include the study of our historic environment	- Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters. - Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact. - Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.		

		which is part of the English depth study and changes every year.			
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Impact of our curriculum:

In lessons, progress is measured through deep dive, dip, discover quizzes at the start of the lesson. Checking and green pen of the class activities, engagement with and successful completion of the skills activities, and skilled questioning by the teachers. Deep dive, shallow dive and dip questions are also set on a rolling program of SMHW quizzes to support practise and retrieval. Feedback is crucial because it allows us to head off any misconceptions and make sure that we are building on a secure base of knowledge and understanding. Feedback is live and is provided by the green pen activities and by teacher circulation and verbal feedback on work.

Mastery is achieved by skills practise in the work booklets. All students are given the opportunity to practise skills in a supported and low- stakes manner before attempting the higher stakes of a full answer or the even higher stake of a graded exam at the end of each term.

KPIs are tracked by the systematic allocation of skills across the key stages to ensure that all of the required skills for history are practised and mastered by the end of KS3 in preparation for GCSE.

Summative assessments are diagnostic and test the ability of our students to recall the knowledge they have absorbed and apply it to extended writing. In order to achieve both aims, they are a combination of comprehension activities and extended writing.

All key terms and vocabulary are shared in the knowledge organisers in the front of the booklets and tested in deep dive, dip, discover tasks.

Homework quizzes are assessed automatically by the SMHW platform and analysed and shared with learners and their parents at the end of each term to highlight areas for further practise.