

Planning audit

<p>In planning to ensure progression through teaching (British, local and world history):</p>		
<p>Where/when (in the curriculum) and how do pupils develop a chronologically secure knowledge and understanding of British, local and world history ... establishing clear narratives within and across the periods they study?</p>		
<p>When do they note connections, contrasts and trends over time and develop the appropriate use of historical terms?</p>		
<p>How regularly do pupils address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance?</p>		
<p>How often do they construct informed responses that involve thoughtful selection and organisation of relevant historical information?</p>		
<p>Where/when do they encounter and come to understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist?</p>		
<p>Are teachers combining overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content?</p>		