



# Assessing the CPS Curriculum

January 2019

**“Have the children learned what we  
have taught them?”**





# EYFS MCQ for Light

## Light EYFS MCQ December 2018

Which animal is nocturnal?



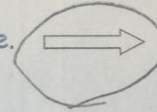
*"They come out at night"*

Which fact is true?

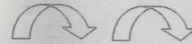
• Light can go around bends.



• Light can travel in a straight line.



• Light can jump.



Which one reflects light?

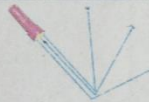
Candle



Sun



Moon



*CT: "What does reflect mean?"  
ET: "It bounces off"*

Which of these is a light source?



*It shines*



# Year 1 – Summative piece on the History of Ely

Thursday 29<sup>th</sup> November 2018

Hot Task: To apply my knowledge about the history of Ely

Who made the biggest difference to Ely:  
Etheldreda, Hereward the Wake, William the Conqueror, or Cornelius Vermuyden?



Etheldreda set up a religious community in sixty seven ad and was made a saint and made people come to her shrine. ✓



Hereward the wake rebelled against William the conqueror and made the normans build the cathedral bigger. ✓



William the conqueror upgraded the monastery.



Cornelius Vermuyden drained the Fens.

I think the most important person is Cornelius Vermuyden because he helped drain the Fens. This completely changed the land. ✓

I think the least important person is Hereward the Wake because he just made the normans make the monastery bigger. (and build a castle)

(1st!) ✓ (2)

2. If Etheldreda hadn't become a Nun, would there still be a Cathedral in Ely?

If Etheldreda hadn't become a nun there wouldn't be a cathedral because she wouldn't of made her church



# Year 3 Summative piece on the Romans in Britain

Friday 14th December

To explain how the Romans changed Britain

Sam says:

"The Roman invasion was not a significant event to happen to Britain."

You need to use your historical knowledge, to explain to Sam the impact the Romans had on Britain.

I disagree with Sam because the Romans changed lots of things in Britain such as things like they brought lots of different things to Britain such as roads.

## Roman roads

Roman roads were straight with drains at the side for rainwater they used clay, chalk and gravel to make the roads. The roads were straight because it made it quicker to get to other towns.

## Religion

When the Romans first came to Britain they were pagans and believed in lots of different gods some of them named after planets but after time they brought the Christianity to Britain.

but when it got popular the Romans banned it but after a while the Roman emperor Constantine said that Christians could worship in peace.

## Reading and Writing

When the Romans came to Britain they brought reading and writing with them this was important because the Romans wrote their history which is why we know what happened before the Romans came to Britain very little people could read and write the Romans taught people from Britain to speak Latin.

## Roman numerals

Roman numerals were their numbers and there was lots of different numbers and that was how they would write sums when the Roman children went to school.



And Sam, that was why the Roman invasion was significant.



Which change that the Romans brought to Britain do think was the **most** significant?

Explain why you think that.

The most significant change the Romans



## Year 6 – Summative piece on the WWII topic

Tuesday 11<sup>th</sup> December 2018

Hot task - Hot task - to assess our understanding of WW2

- ① In September 1939, tens of thousands of poor children were removed from their homes and families to be evacuated out of large cities. This was codenamed 'Operation Pied Piper' and was one of the main preparations for World War Two, alongside shelters being made and also troops being put on standby. These children were taken from their families, removed from schools and also dragged miles away from their friends in order to help Britain have less casualties.
- ② Children were evacuated because, in the long term, ~~some~~ government or officials ~~wanted~~ believed they would be safer outside of Britain's large cities but instead in small rural towns and villages. There were many reasons for this. One reason was that when there are less children in a city, there are less people in a city. And when there are less children, consequently, the children's parents will be able to join in with the war effort. Subsequently, less the parents will leave the cities and there will be even less people. So when this meant that when the Germans bombed cities like London or Liverpool, there ~~would~~ be considerably less casualties. This would raise the Allies' morale, speeding up the war effort and is arguably one of the <sup>main</sup> ways the Allies won the war. ~~First~~ Furthermore, the children would've had a better education in the country. As teachers were also sometimes evacuated to the countryside, all the best teachers left and meant no-one tutored the 'city boys'.
- ③ However, some people opposed ~~evacuation~~ because many children might've been ill-treated. This would've ~~most~~ been detrimental to that child's mental health and could've scarred them for their whole <sup>entire</sup> life. ~~First~~ Additionally, in 1940, a ship carrying 90 searacs to the United States of America was torpedoed by a fully-submerged Nazi submarine. This meant only 13 children survived, several of whom suffered life-changing and ~~also~~ life-threatening injuries. On top of this, many families were emotionally scarred and this would get no worse as the war went on.

Some fathers were told just before they had to go out to fight despite the fact their child had just been torpedoed and either died or suffered life-changing injuries.

- ④ Overall, the impact of evacuation was that the next generation lived on and kept Britain's population as thriving as it is today. To emphasise this, my great grandmother probably was evacuated. Without evacuation, she may <sup>have</sup> not ever survived and as a result, I would not be writing this today. Conversely, some children learnt many skills through evacuation and being in the countryside could have helped make them forget the war. This also could've helped improve ~~them~~ their mental wellbeing.

- The Nazis only evacuated officials
- Evacuation began 3 days before World War 2
- For the first 9 months, there was no fighting so there was no need for evacuation

😊 A great piece of writing, Isaac. Well done for incorporating lots of WW2 knowledge into your writing.

③①



# Year 6 SEND (EHC Plan) – Summative piece on the WWII topic

Tuesday 11<sup>th</sup> December 2018

HOT TASK: To assess our understanding of WWII ✓ 😊

In September 1939, tens of thousands of children were removed from their homes and families to be evacuated out of large cities...

because...

- There would be bombing ✓
- They would be safer in the country because there would be less bombing ✓
- This was called operation Pied Piper
- Cities had lots buildings, hospitals, schools and offices, so bombs would destroy more
- Children stayed with host families ✓
- They were sorted by Billeting Officers who decided where they went

✓ what was the phoney war?

however...

- This meant that families sometimes stayed together and sometimes they didn't stay together
- Because bombing didn't happen straight away some parents wanted to collect their children ✓ *Phoney war - when there was no bombing for a while*
- Not all host families wanted evacuees in case they ate their food and were not nice to them.
- Some host families made their evacuees work for them ✓
- Children missed their real families but had experiences they might not have had if they stayed in the city and they did not die ✓

and the impact was...

- At the end of the war on May 8<sup>th</sup> 1945, many children had survived because of evacuation ✓
- Many children went home to families that were strangers and had to get to know them again.
- Some childrens mums and dads had died so they stayed with their host families ✓
- Some children had better lives, they had been given better food and still went to school ✓



# Implications for planning and delivery

Consider and feedback on:

1. How will you need to adapt/refine the planning and delivery to ensure that teaching supports pupils' development of the substantive and disciplinary knowledge across the curriculum?
  - Secure teacher subject knowledge?
  - 'Ownership' of the Knowledge Organiser
  - Ensuring 20/80 teaching split (Cognitive Load Theory: Ebbinghaus' Forgetting Curve)
  - Optimising links with English (particularly with writing and vocabulary)
  - Use of TLAC (culture, scaffolds, modelling, choral responses, framing, etc.)
  - Identifying and sharing 'best practice' (or concrete examples/models)
2. How will the pupils' emerging understanding be evident?
  - The general work in their books, etc.
  - Verbal responses
  - Performance in MCQs/tests
  - Comparison in writing pieces across the module and throughout the year

