

BREDBURY GREEN PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

The school Teaching and Learning Policy maintains our belief that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

January 2024

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
1.12.20	1.0	Policy agreed by Governing Body	H. Moorcroft and E. Cuttress
24.01.24	2.0	Reviewed and Updated	H. Moorcroft

Helen Moorcroft, Headteacher

Date: 24.01.24

Wendy Holden, Chair of AGB

Date: 1.02.24

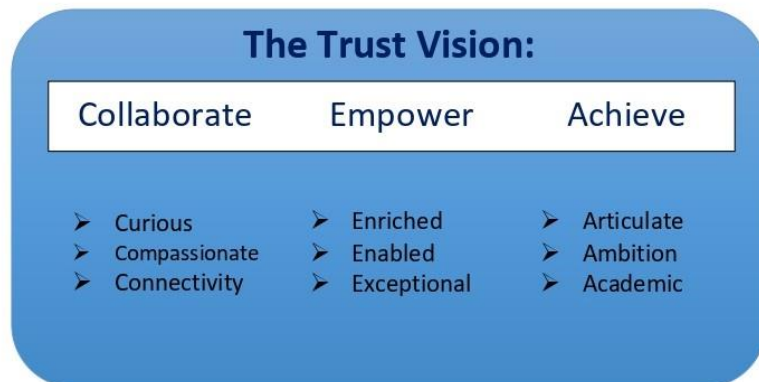


Bredbury Green Primary School | Clappgate | Romiley | Stockport | SK6 3DG

Introduction



In the Education Learning Trust we have nine shared principles which support our vision across the five schools. These are:



At Bredbury Green Primary School we believe that children and adults are learners for life, everyday new things can be learnt. Our school vision is **'To Inspire and Empower'** and this is at the beginning of our school mission statement which is: **'To inspire and empower children in a supportive and inclusive environment creating self-belief, independence and respect.'** This also provides us with our school values, which are:

Self-belief Independence Respect

Our school vision, mission statement and values are embodied and lived through our curriculum intent and implementation.

Our Curriculum Intent

The curriculum at Bredbury Green has been designed with the Trust and school vision at its core: to inspire and empower all of our learners. With this in mind, the **enriched** curriculum reflects not only the National Curriculum but areas that we believe fit the school's context and **ambition** for the children. Notably, personal development is an essential facet of our teaching and learning. We actively endeavour to ensure that the curriculum is **exceptional**, meeting the **academic** and personal requirements of every child, and is delivered to accommodate these varying needs.

The curriculum promotes connectivity at Bredbury Green and is underpinned by six connected concepts; these concepts act as a foundation for all of our teaching and learning and provide the children with an opportunity to link and conceptualise their thinking over long periods of time. Developed by staff across the Education Learning Trust, they encourage children to be **curious**, revisit learning, develop a great depth of understanding and consider how our history (and their place within it) continues to shape our futures. The connected concepts ensure that our children are able to know more, remember more and make meaningful connections between their current and prior knowledge across subject disciplines. From EYFS to Year 6, the connected concepts are revisited, **enabling** the children to recall and **articulate** prior knowledge and build upon it in the next academic year and beyond. Every staff member has been involved in mapping curriculum content; we have successfully designed a sequential curriculum model so that all staff know precisely what our children should be learning, and have already learnt, at each stage of their education. Our coherently designed curriculum is also regularly assessed and reviewed to ensure prior learning, important vocabulary and appropriate skills and knowledge can be built upon and developed further.

The Connected Concepts:



At Bredbury Green, we believe that our children should have a voice in the development of their curriculum. As such, children are told what they will be learning next academic year during transition sessions in the summer term with their new teacher. Within these sessions, children ask questions about stimuli provided by their teachers; in turn, their teachers then ensure that the children's questions are answered within their teaching that year. The stimuli provided have clear links to learning and our intent is that the content of their box builds cultural capital and important knowledge. As well as content set out in the National Curriculum, the stimuli provided also act as a foundation for children to discuss wider world issues such as the rights of refugees, racism and inequality. In developing their knowledge about these subjects, children at Bredbury Green learn to become **compassionate**, develop self-worth and respect inclusion.

The impact of our practice is measured in a variety of ways through both internal and external monitoring processes. We work closely with other schools in the Education Learning Trust and beyond to share good practice and use these experiences to improve our own self-evaluation processes in school. We know our approaches are successful in preparing children in the next stages of their learning journey as most reach, or exceed,

national expectations. At the end of Key Stage Two, national tests show our children achieve broadly in line with other pupils of a similar age. In many areas, pupils at Bredbury Green exceed these benchmarks.

Curriculum Team Visioning

At Bredbury Green we empower all our staff to collaborate on a curriculum team. As such every member of staff is a curriculum leader in an identified area and the teams work to drive improvement in these areas. The six teams are ECL (English, Communication and Languages), MU (Mathematical Understanding), STU (Science and Technological Understanding), UA (Understanding the Arts, HGSU (History, Geography and Social Understanding) and PDHWB (Physical Development, Health and Well-Being).

In their curriculum teams, valuing and mirroring our overall intent staff collaborated to create their own intent for their subject disciplines:

English, Communication and Languages

Our intent is to provide all children with an inspiring, powerful and **exceptional** English curriculum. We know that English is the foundation for all learning and is integral to children's understanding and enjoyment of the wider curriculum. We appreciate the power of literature, how it can shape lives, change experiences, open doors and alter mind-sets. With a true, embedded love of English, we are providing learners with the tools to succeed in any path they choose beyond primary education.

Spoken language, reading and writing are intrinsically linked and The English Cycle promotes links between these different areas and promoted **connectivity** for lasting retention.



Reading Week

In reading week, children are exposed to a variety of challenging texts that link to their learning. They will develop their reading skills as well as learn from other writers to influence their own work.



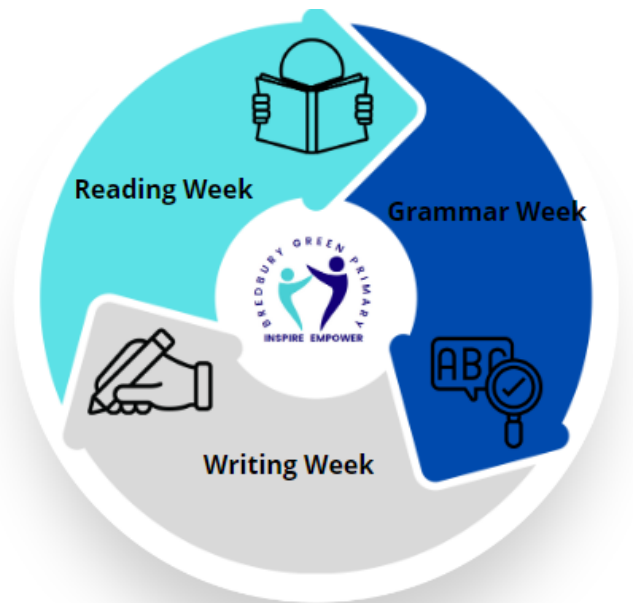
Grammar Week

After identifying a National Curriculum grammar objective, it is taught explicitly in this week, adding depth to the understanding of reading and writing composition.



Writing Week

This is the final written outcome of the cycle, where concepts studied in the previous two weeks are applied to a piece of writing. Children will also learn to edit and proof read in this week.



Bredbury Green Primary School

From EYFS to Year 6, phonics is the foundation on which our children are able to successfully develop their understanding of spoken language, reading fluency, vocabulary and writing. Our Reading Framework outlines our current program of study.

We inspire a systematic love of reading through exposure to a range of powerful and diverse texts, specifically curated to broaden experiential understanding, linguistic capital and exposure to worlds beyond those in which our children live. Each class regularly listens to their ‘class reader’ with teachers as experts in spoken language; modelling tone, expression, pace and intonation. Alongside this, children are encouraged to further their love of reading at home and provide feedback to staff around vocabulary, genre and fluency.

MFL: Spanish

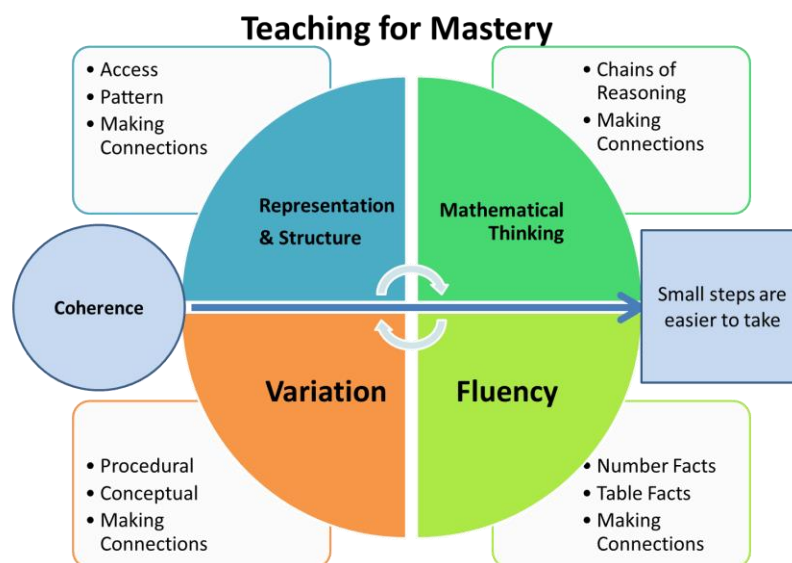
Throughout KS2, children are progressively developing their understanding and fluency in written and spoken forms of Spanish. As children become familiar with vocabulary and structure, they build confidence in holding conversations with their peers and continue improving their accuracy of pronunciation.

Links to the wider curriculum are provided through deeper study into Spanish speaking countries such as those within South America. The ancient civilization History studies also allow children to delve into the origins of languages that link to modern Spanish.

Opportunities to master the language further are provided through a Spanish club, where children are exposed to the culture, structures that are more difficult and a specialist teacher.

Mathematical Understanding

Our intent is to inspire a generation of mathematicians by embedding learning through the 5 Big Ideas of Maths Mastery.



We intend for our mathematics curriculum to be **exceptional, enabling** our children to explore the **connectivity** between their learning and real life, applying their knowledge to a broad range of representations and further developing their reasoning and logic skills. Additionally, the sequential nature of their learning will ensure children are able to learn and remember more, recalling prior knowledge and concepts regularly to support progression. Furthermore, children will demonstrate their mastery of mathematics by applying their knowledge to a broad range of contexts, supporting them through their education and life beyond.

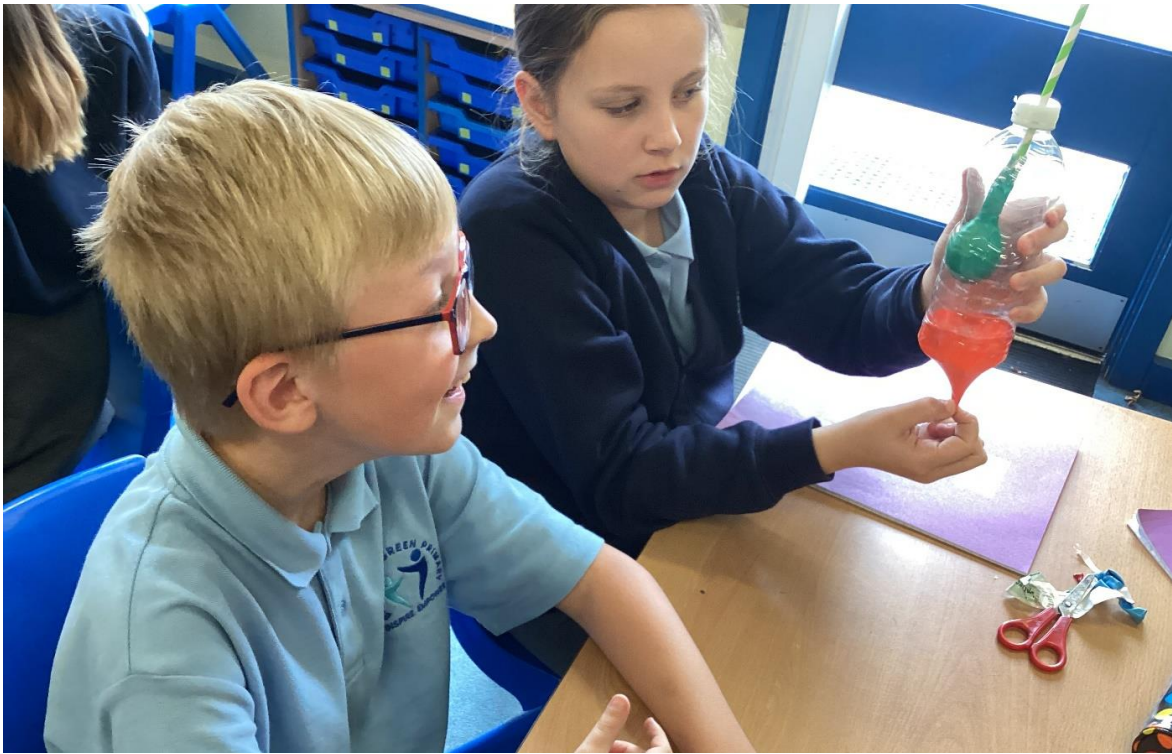
Scientific and Technological Understanding

Our intent within the Science, Computing and Design Technology curriculum at Bredbury Green has been designed with the school vision at its core: to inspire and empower all.

Within the science curriculum we encourage children to develop scientific knowledge and conceptual understanding through the specific scientific disciplines. Our aim is to foster enthusiastic and **curious** minds through conducting experiments and exposing them to experiential opportunities to develop their scientific minds to support their educational journey.

The computing curriculum will develop knowledge and skills that will **enable** children to be able to successfully communicate within the wider, ever-changing world safely.

As part of our design and technology curriculum we endeavour to nurture creativity, **ambition** and innovation by providing a broad range of inventive and exciting design ideas that will inspire all learners to become designers and engineers of the future.



Understanding the Arts

Our intent is for all pupils to be engaged in an inspiring, **enriched** and empowering Arts curriculum. We intend to give our children the opportunities and skills needed to express themselves through art and music.

At Bredbury Green, we believe that music is a universal language that should inspire and encourage our children to pursue their individual talents, as well as appreciating the abilities of others.

We believe that a high quality Art curriculum should challenge and **enable** our children, as well as providing them with the skills to progress further in the next stages of their Arts **academic** and personal journeys.

Through the learning within each subject, children will continue to develop an appreciation, **compassion** and understanding of how art and music reflects history, religion, culture and the world we live in.





Historical, Geographical and Social Understanding

Our intent within Historical, Geographical and Social understanding is to empower children to become responsible, **compassionate** and proud global citizens. Our children will be inspired to impact the world at a local, national and global level. We deliver meaningful, real-world experiences, providing a deeper understanding of varying cultures, historical events and human and physical trends to help structure their worldview. We **enable** children to develop an informed and unique understanding of the world around them.

Within History, children will develop a clear understanding of chronology and further develop their awareness of various other civilisations and their impact on our society. Children will study a diverse range of significant people and events whilst developing their understanding of how society has evolved and continues to evolve, alongside their place within society.

Geography will **enable** children to have a broader understanding of the world and their place within it. Children will study their local area and make comparisons to non-European countries. We have the **ambition** to increase their interest and knowledge in

other places and cultures around the world and aim to inspire our children to broaden their horizons, understanding and appreciating the **connectivity** of the world as a whole.

Within RE, we provide children with an accurate understanding of the main religious and spiritual traditions around the leading 6 religions. We want children at Bredbury Green to develop a **curiosity** around different cultures and hope to inspire children to reflect on their own beliefs, values and experiences, in order to develop a positive attitude and appreciation for all within society - past and present.



Physical Development, Health and Wellbeing

Physical Education (PE) and Sport Curriculum

Our intent is to provide an **enabling, enriched** sport curriculum that inspires our children to succeed and excel in all areas of physical education. We follow the National Curriculum, which enables our children to be actively engaged in sport and other physically demanding activities. We will provide opportunities for pupils to become physically confident in a way that supports their health and fitness. Our curriculum will provide opportunities to compete in sport and other activities to build character and help to embed **compassionate** values such as fairness and respect. The school's partnership

with the Manchester United Foundation will also provide our children with **exceptional** sporting experiences, delivered by subject specialists who promote **ambition** beyond the **academic** requirements of sport and physical education.

Personal, Social and Health Education (PSHE)

Personal development is at the core of our teaching at Bredbury Green, not only within the PSHE curriculum, but within all subjects. In PSHE, it is our intent that every pupil has the opportunity to collaborate, build perseverance and understand and **articulate** their own physical and emotional well-being. Pupils will be empowered to build and develop positive relationships with adults and peers, reducing stigma in and across communities and build **compassion** and appreciation of differences.





Our Curriculum Implementation

At Bredbury Green Primary School our curriculum is coherently and sequentially planned enabling all aspects of our intent to be implemented. Within each curriculum subject disciplinary concepts have been identified by subject leaders, these are taken from the aims of the national curriculum for each subject. The disciplinary concepts e.g. in Geography ‘Place, Processes and Environment’ have been broken down into small steps for each year group. Alongside these, are the expectations for our pupils in each year group as well as the key vocabulary to be taught in each subject. These Rationale Documents are consistently used in all parts of the planning process and result in

standardised delivery of subject knowledge within each subject discipline. (***See Appendix 1: Rationale Document for Geography***)

Subject leaders have clearly identified the specific essential knowledge from the national curriculum which will be imparted to our pupils. This will support pupils to build a broad and secure body of knowledge over time. Within each year group, this knowledge forms key milestone statements which allows us to measure the progress each pupil has made in every subject.

Additionally across the Education Learning Trust primary schools six connected concepts have been identified and are explored across the curriculum. These concepts are:

Power Cause and Effect Influence Significance Structure Appreciation

The connected concept/s which are being focused on each term and in each subject are also identified on our Rationale Documents. These support pupils to make explicit links across subject disciplines as well as links between their new knowledge learnt and their existing knowledge. Over time, this helps pupils to develop deep schemes of knowledge.

Our Pedagogy

Assessment

We have developed an Assessment Blueprint (***Appendix 2: Assessment Blueprint***) which is used across the school to support us to assess whether pupils are knowing and remembering. A number of assessment strategies are used within our blueprint such as:

- Retrieval review (to assess prior knowledge)
- Diagnostic assessment (a baseline assessment of current, relevant knowledge for the unit ahead)
- Formative assessment (within lessons to assess against success criteria)
- Mid-point assessment (to assess learning so far within a unit)
- Post assessment (end of unit assessment to show what pupils have learnt)

These assessment strategies culminate in a Sticky Knowledge week. These take place at the end of each term where pupils revisit what they have learnt throughout the year. At this point, teaching staff will be able to assess if children have 'learned and remembered more' after their initial unit of learning. This will also include the connected concepts so that children are able to explore inter-disciplinary links over time.




Success Criteria

Success criteria is shaped by teachers to develop lessons that drive learning and offer challenge to pupils of all abilities. The National Curriculum descriptors for year groups help to formulate the ‘Must’ ensuring expectation is high from the start. We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn, what helps them learn, and what makes it difficult for them to learn. Success criteria is a self-reflective tool for pupils to be able to identify and articulate their next steps to deepen and challenge their learning further, thus promoting rapid and sustained progress. It also provides the teacher with the opportunity to audit progress.

“Success criteria is helpful because you know where you are and where you need to be to get better.” – Pupil at BGPS

The success criteria is structured in three layers, see example below:

Learning Objective: To add and subtract fractions

Must	Confidently and accurately add and subtract fractions		
Should	Show a clear understanding of the process for the addition and subtraction of fractions		
Could	Apply your understanding to reason, problem solve and justify		

Feedback

Feedback is an integral element in the learning journey for our pupils. It is a mechanism that supports pupils to develop and enhance their knowledge and quality of outcomes.

Feedback is often driven by success criteria. It focuses upon key identified elements:

celebration of achievements; ensuring accuracy; reinforcement of prior knowledge; addressing misconceptions; establishing connectivity; providing challenge; scaffolding; and reflection.

Feedback is given, both verbally and written in the focus task and within our independent provision. It is given by teachers, teaching assistants and pupils themselves. Sometimes the written feedback follows the structure:

F (feedback), A (action) and R (response) e.g.

F: You have identified and used expanded noun phrases accurately in your writing.

A: Select your most effective use of an expanded noun phrase and explain why you chose that vocabulary. How does it improve your sentence?

R: *Pupil's response here*

"FAR marking is hard but it's good because it makes you think about how you can improve. I like to use my purple pen because I can see where I've done better." – Pupil at BGPS

"Empowerment is the key to ensuring all children feel that they can make progress." – Staff at BGPS

Feedback can also be 'journey marking' where it is immediate to promote dialogue between the adult and the pupil. Questions can be asked to either support pupils by scaffolding where needed or challenge where appropriate. The focus task provides the opportunity for this to happen as well as providing the opportunity to complete accurate formative assessment where judgements can be made on the pupil's progress within the task. (**Appendix 3: Examples of feedback to pupils**)

Rosenshine

To underpin our effective approach to instruction in lessons we have used Rosenshine's ten key 'Principles of Instruction.' (**see appendix 4: Rosenshine's Principles of Instruction**) These have supported our teachers to use as strategies in their daily practice in lessons:

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Ask a large number of questions and check the responses of all students.
- Provide models.
- Guide student practice.
- Check for student understanding.
- Obtain a high success rate.
- Provide scaffolds for difficult tasks.
- Require and monitor independent practice.
- Engage students in weekly and monthly review

Additionally, across the primary schools we leaders have constructed a Rosenshine Development Model which has been devised to use as a tool to benchmark practice at each stage of development from beginning to transforming.

Our Curriculum Impact

Our robust and rigorous assessment system ensures that outcomes are tracked in both core and wider curriculum subjects. Every term attainment in Reading, Writing, SPAG and Maths is collated from formative assessments. Pupils are then given a summative judgement within our banding system:

W-	W	W+	N-	N	N+	A-	A	A +	M-	M	M+
WTS on KS exit			EXS on KS exit				GDS on KS exit				

Comparisons are drawn from pupil's previous key stage exit point to give a measure of progress over time. Additionally, comparisons are made with the cohort's previous data and we have the expectation that our cohorts perform in excess of national averages. Aspirational targets are set at the beginning of each academic year to promote pupils in making accelerated progress.

In EY, attainment in reading (word reading and comprehension), writing and maths (number) is tracked termly. Across the year, outcomes in all 17 areas that make up the Early Learning Goals are also collated.

The attainment and progress of key groups e.g. pupil premium, EAL, SEND etc is also tracked and monitored to ensure all pupils regardless of starting points and need are supported to make progress and to achieve well. Termly standards reviews are held where class teachers present their data and analysis to the Senior Leadership Team.

In the wider curriculum subjects, pupil's knowledge is assessed against the essential knowledge statements (***Appendix 5: Example from Y6 Milestone Knowledge Tracker***) and vocabulary taken from the national curriculum and identified in our Rationale documents. This shows the impact of our curriculum and that our pupils know and remember more over time as they are confident to articulate their growing body of knowledge as they progress through the school.

The Role of Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. They are part of the school's self evaluation schedule and understand the way learning happens at Bredbury Green and how our model benefits our children.

The Role of Parents/Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- by holding parents' evenings/workshops to explain our school strategies e.g. Literacy, PSHE, Maths, Phonics;
- by meeting with and sending information to parents, at the start of the year, to outline the curriculum that the children will be studying during their year at school;
- by informing parents of assessment outcomes and targets which indicate how the child can improve further;
- by explaining to parents how they can support their children at home;
- by holding open sessions when parents can come and see the progress children are making in lessons and the progress they have made in their books
- by using Class Dojo for curriculum updates, setting homework, reminders of events and pastoral support available

We believe that parents have the responsibility to support their children and the school in implementing school policies.

Monitoring and Review

The Teaching and Learning Policy at Bredbury Green Primary is a working document and evolves over time. We are aware of the need to change the policy and take account of audits, new initiatives, research, changes in the curriculum, developments in technology, changes to the physical environment alongside key teaching and learning priorities identified through school development.

Appendices

Appendix 1: Rationale Document for Geography

Appendix 2: Assessment Blueprint

Appendix 3: Examples of feedback to pupils

Appendix 4: Rosenshine's Principles of Instruction

Appendix 5: Example from Y6 Milestone Knowledge Tracker

Appendices

Appendix 1: Rationale Document for Geography



Bredbury Green Primary School: Rationale Behind The Geography Curriculum

Map Skills to be taught each year, using the Royal Geographical Society lessons as a basis to ensure coherence. These can be found here: <https://www.rgs.org/schools/resources-for-schools/map-skills>. Fieldwork is to be completed regularly to ensure that children are developing their geographical skills and disciplinary knowledge, as defined in the National Curriculum. Additionally, children will be expected to show their findings in a variety of ways, including writing at length. In units where this is essential, it has been written in the left hand box in orange.

	What we teach? (Minimum Requirement From NC)	Why we teach it now? (Rationale)	Key Vocabulary
Nursery	<p><u>Autumn – Me and My World / Special Times</u></p> <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community Describe a familiar route Discuss routes and locations <p><u>Spring – Special People</u></p> <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have 	<p>Prior Knowledge: (Birth to three)</p> <p>Make connections between the features of their family and other families</p> <p>Children are expected to talk about and answer questions regarding their immediate life experiences, so they can talk freely about their home and community (Development matters: Communication and Language) in preparation for Reception when they will begin to record this information in different ways. As they become more familiar with their daily journey at school they will be supported to describe it to others and talk about what they can see in their local</p>	<p>Me Immediate family members House Flat Home Road Street School Nursery Community Map</p> <p>Differences Similarities Countries World</p>

	<p>experienced or seen in photos.</p> <p>Summer – Growing and Changing</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about what they see using a wide range of vocabulary. • Know there are different countries around the world. • Talk about the differences between countries from photographs or experiences they have had. • Describe a familiar route. 	<p>community to compare with others.</p> <p>Prior knowledge: (Birth to three) Notice differences between people.</p> <p>Autumn term: In the Autumn term, the children learnt about themselves and their families.</p> <p>Develops: (Three to four) Children will build on the knowledge they learnt in the Autumn term about themselves and their families to help them understand about other cultures and countries around the world.</p> <p>Prepares: (ELG) Learning about different countries and cultures will support the children’s learning in Reception where they will begin to recognise some similarities and differences between life in this country and life in other countries.</p> <p>Prior knowledge: (Birth to three) Explore natural materials indoors and outdoors.</p> <p>Develops: (Three to four) Children will have previously explored natural materials outdoors, they will build on this and begin looking at how we can care for our world and all of the living things in it this will also link to the Science curriculum.</p>	<p>Country Environment Natural Describe</p>
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		<p>Prepares: (ELG) By learning about how they can respect and care for our world and all living things, the children will be preparing to learn more about contrasting environments in Reception. They will become better equipped to explore changes in their environments as well as different environments around the world.</p>	
<p>Reception</p>	<p><u>All about Me (A1) Winter Wonderland (A2)</u></p> <ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them. • Draw information from a simple map. • Find and name some relevant locations on a map/globe. <p><u>When I grow up (Spring 1) Who Lives Where? (A2)</u></p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are 	<p>Prior knowledge: (Nursery) Begin to understand the need to respect and care for the natural environment and all living things. The children in Nursery will have been able to describe a familiar route.</p> <p>Develops: (ELG)</p> <ul style="list-style-type: none"> • Children will draw on their previous knowledge in Nursery of describing familiar routes to help them draw information from a simple map. They will be able to find and name the Arctic and Antarctic on a map / globe. <p>Prepares for: (KS1) This knowledge of maps will help them use maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans in KS1.</p>	<p>Map Globe Location Natural Environment</p> <p>Similarities Differences Countries World Environment Natural Earth</p>

	<p>different to the one in which they live.</p> <ul style="list-style-type: none"> • Explore the natural world around them. <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. <p><u>Growth and Change/Once Upon a Time</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Use maps, observation skills and non-fiction texts to explore and describe their immediate environment. 	<p>Prior knowledge: (Nursery) In Nursery, the children have previously learnt to understand that there are different countries in the world and talk about the differences they have experienced or seen in photos. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Develops: Children’s prior knowledge will allow them to begin to explore some of the similarities and differences between life in this country and life in other countries.</p> <p>Prepares for: (KS1) The Geographical knowledge children gain in Reception will support their understanding in KS1 where they will explore the geographical similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Prior knowledge: (Nursery) In Nursery, the children begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the</p>	<p>Observe Environment Maps Explore Describe Route</p>
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		<p>world and talk about the differences they have experienced or seen in photos.</p> <p>They will also have some basic knowledge of maps as they learn to describe a familiar route.</p> <p>Develops: (ELG) This prior knowledge from Nursery, will support the children in exploring maps in more detail to help them understand their own immediate environment.</p> <p>Prepares for: (KS1) Exploring maps of their own immediate environment will help the children to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in KS1.</p>	
<p>Year 1 Autumn</p>	<p><u>Locational knowledge</u> SIGNIFICANCE and APPRECIATION PROCESSES</p> <ul style="list-style-type: none"> • Children will be able to name the 7 continents and 5 oceans. • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Name 7 continents and 5 oceans • Compare weather in two different places over a period of time 	<ul style="list-style-type: none"> • This learning will follow on from their learning of immediate environment using knowledge from observation (EY P,C&C). • In EY, children may have looked at maps to explain some similarities and differences between life in this country and another (EY, P,C&C). • In Y2, children will build on this knowledge by extending their 	<p>Asia Africa North America South America Antartica Europe Australia Continents Oceans Pacific Atlantic Indian Arctic Southern Season/weather Hot Cold Rain Sun Different Comparison</p>

	<ul style="list-style-type: none"> Understand what the Equator, North and South Poles are. 	<p>understanding of human and physical features along with understanding different types of maps.</p>	<p>Spring Summer Autumn Winter Equator North South</p>
<p>Year 1 Spring</p>	<p><u>Geographical Skills and Fieldwork</u> STRUCTURES/CAUSE AND EFFECT ENVIRONMENT</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Name 3 human and 3 physical features of Bredbury Identify features of Bredbury from an aerial map Create their own map of Bredbury Green Primary School using basic symbols in a key 	<ul style="list-style-type: none"> In EY, children may have looked at maps to explain some similarities and differences between life in this country and another (EY, P,C&C). This will follow on from their learning in Autumn (Y1), where they have looked at their immediate locality and then this fits into the wider UK map. In Y2, they will locate continents and oceans on a map and prior knowledge of them will support this. This will also provide them with prior information about migration when reading ‘The Colour of Home’ in Y2. 	<p>Map Symbols Key Globe Atlas Human Physical</p>
<p>Year 1 Summer</p>	<p><u>Place Knowledge</u> POWER/INFLUENCE PLACE</p> <ul style="list-style-type: none"> Name four countries of the UK Use simple compass directions (North, South, East and West) to describe the location of 	<ul style="list-style-type: none"> In reception and nursery, pupils will have knowledge and understanding of the natural environment and all living things. Pupils will know different countries 	<p>Capital North South East West England Northern Ireland Scotland Wales</p>

	<p>features and routes on a map</p> <ul style="list-style-type: none"> • Know and name the four countries of the UK • Identify North, East, South and West on a Map • Identify human and physical features of Bredbury 	<p>and talk about the differences they have experienced.</p> <ul style="list-style-type: none"> • This will follow on from their learning in Spring (Y1) where pupils learnt about key human and physical features of the surrounding environment. • In year 2, pupils will understand the differences between a small area in the United Kingdom and a small area in a non-European country. 	<p>Mountain</p>
<p>Year 2 Autumn</p>	<p><u>Contrasting Place Study – Washington DC</u> <u>STRUCTURES/APPRECIATION</u> <u>PLACE</u></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and 	<ul style="list-style-type: none"> • Builds upon Year 1 where children explored the local area through simple fieldwork and observational skills and learnt about human and physical features. • Prepares for Year 3 where children explore settlements and consider how human and physical geography impacts on this. 	<p>Continent South and North America State Map/ping Aerial Birds-eye view Beach Cliff Coast Island Seas/Oceans Compass Key</p>

	<p>oceans studied at this key stage</p> <ul style="list-style-type: none"> • How the US is made up • Washington DC and its physical features • Comparison to Stockport 		
<p>Year 2 Spring</p>	<p><u>Locational Knowledge –UK Capitals</u> SIGNIFICANCE/POWER PLACE</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • Know what a capital city is and name the UK capitals • Name the surrounding seas of the UK • Locational and directional language after making a map 	<ul style="list-style-type: none"> • Builds upon knowledge of the four countries of the UK from Year 1. • Prepares children for Year 3 where they explore places beyond the UK. 	<p>North South East West Locality Continents Oceans Capital cities Compass Maps Route Plot</p>
<p>Year 3 Autumn</p>	<p><u>Biomes</u> <u>INFLUENCE/CAUSE AND EFFECT</u> <u>ENVIRONMENT</u></p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied 	<ul style="list-style-type: none"> • Builds upon - KS1 children will have learnt about the 7 continents and the oceans. • Prepares for – Year 5 Unit on biomes and vegetation belts with an in depth study of the Amazon Rainforest. 	<p>Earthquakes Fault lines tectonic plates settlement trading</p>

	<ul style="list-style-type: none"> Identify and name the different land and aquatic biomes Locate different biomes using a globe or atlas Look at a local temperate deciduous forest, the main biome in the UK 		
<p>Year 3 Spring</p>	<p>Volcanoes <u>POWER/STRUCTURES</u> <u>PROCESSES</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through human and physical geography of a region of the UK. Describe and understand key aspects of physical geography including: mountains, volcanoes and earthquakes To know how a volcano is formed and why it erupts To name and locate the features of a volcano and why there are no active volcanoes in the UK. Understand how settlements, agriculture and trade are affected in the areas around a volcano. 	<ul style="list-style-type: none"> Builds upon – understanding of the different continents and oceans formed in KS1 and their knowledge of biomes from the Autumn Term. Children will understand that different places have different climates. Prepares for – Knowledge of tectonic plates to support study of earthquakes. Will also prepare for an in depth study of Iceland in Year 6. 	<p>Volcano Eruption Cone Magma Chamber Crater Vent Slope Tectonic plate Crust Mantle Outer core Inner core</p>
<p>Year 3 Summer Writing at Length</p>	<p>Earthquakes <u>SIGNIFICANCE/CAUSE AND EFFECT</u> <u>PROCESSES</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including: mountains, volcanoes and earthquakes Understand what an earthquake is, why it 	<ul style="list-style-type: none"> Builds upon – knowledge of geographical processes developed in the unit on volcanoes. Prepares for – in depth study of Iceland in Year 6 	<p>Aftershock Epicentre Fault line Foreshock Mainshock Magnitude Richter scale Tectonic plates Tremor tsunami</p>

	<p>happens and how it is measured</p> <ul style="list-style-type: none"> • Understand how settlements, agriculture and trade are affected by earthquakes • Compare earthquakes in Alaska and California, discussing their effects on the area 		
Year 3 Fieldwork	<p>FIELDWORK</p> <ul style="list-style-type: none"> • Use of fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plan and graphs and digital technologies • Local walk around Bredbury to measure and record indicators of trade in the area • Children to measure how many people enter a shop in an hour/how many lorries or company vehicles pass them within an hour • Present their findings in a graph 	<ul style="list-style-type: none"> • Builds on – mapping skills undertaken in KS1 and their knowledge of the local area developed in earlier years • Prepares for – fieldwork to the river Goyt (local river) where they will have to measure and record data in Year 4 	<p>Observe Measure Record Trade Skill Present Bar graph Axis Label</p>
Year 4 Autumn	<p>Mountains SIGNIFICANCE/CAUSE AND EFFECT PLACE</p> <ul style="list-style-type: none"> • Human geography including: types of settlement and land use and trade links • Describe and understand key aspects of physical geography including: mountains, volcanoes and earthquakes • Understand features of UK mountains (Snowdon, 	<ul style="list-style-type: none"> • Builds on - knowledge of villages and farms to extend geographical vocabulary further from these simple words in KS1. Also builds on knowledge of geographical processes in Year 3. • Prepares for – in depth study of mountains and 	<p>Altitude Ascend Base Climate Contour Crevice Decline Expedition Face Fissure Fold Incline Mountain range Peak Ridge Plateau</p>

	<p>Kinder Scout, Ben Nevis) and how they are formed</p> <ul style="list-style-type: none"> • Understand the climate and weather changes that are found on mountains and how this can affect trade, settlements and agriculture • Understand how cartographers present mountains on topographical maps 	<p>rivers of the UK in Year 5, as well as study of Iceland in Year 6</p>	<p>Slope Tectonic plate Summit Valley</p>
<p>Year 4 Spring Writing at Length</p>	<p>Rivers POWER/APPRECIATION PLACE</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics – coastlines and rivers. • Describe and understand key aspects of physical geography including; rivers and the water cycle • Use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the UK and the wider world • Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied • Identify the key features of rivers and how they are formed • Understand how trade, settlements and agriculture are affected by rivers 	<ul style="list-style-type: none"> • Builds on – knowledge of the local area developed in KS1 and Year 3 when conducting fieldwork and discussing biomes • Prepares for – Year 5 mountains and rivers of the UK unit, which will consolidate and apply knowledge gained in Year 4 and 3 to a single study of the UK. Additionally prepares for the in depth study of the Amazon rainforest in Year 5. 	<p>Biomes Coastlines Vegetation belts Flood plains Distribution Source Meander Erosion Delta Tributaries Water cycle Natural resources minerals</p>

	<ul style="list-style-type: none"> In depth study of the Amazon River, drawing comparisons to local rivers (Goyt and Mersey) and the River Nile 		
<p>Year 4 Fieldwork</p>	<p>FIELDWORK</p> <ul style="list-style-type: none"> Use of fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plan and graphs and digital technologies Local walk to the river Goyt to measure the current and flow of the river using the 'table tennis ball experiment' Children to locate the features of the river Goyt Use an ordnance survey map to identify and label features of the river Goyt 	<ul style="list-style-type: none"> Builds on – KS1 knowledge of the local area and Year 3 fieldwork within Bredbury, as well as knowledge gained in their study of rivers Prepares for – study of the amazon river, study of rivers and mountains of the UK, the use of ordnance survey maps to orienteer in Year 6. 	<p>Biomes Coastlines Vegetation belts Flood plains Distribution Source Meander Erosion Delta Tributaries Water cycle Natural resources Minerals Observe Measure Record Trade Skill Present Bar graph Axis Label</p>

<p>Year 5 Autumn (Short Unit)</p>	<p>The Globe INFLUENCE/CAUSE AND EFFECT PLACE</p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Use appropriate vocabulary to discuss locations on the Earth’s surface e.g. Northern Hemisphere, Southern Hemisphere, equator Identify these key features on a globe and within an atlas Understand the different biomes and climates on Earth and associate these with the locations studied e.g. equator 	<ul style="list-style-type: none"> Builds on – knowledge of the concept of place built throughout KS1 and through teaching of mountains and rivers, as well as knowledge of biomes from Y3 and Y4. Prepares for – Understanding the regions of the UK and the mountains and rivers within them, as well as studies in Science 	<p>Latitude Longitude Equator Tropic Hemisphere Arctic Circle Antarctic Circle Prime Meridian Greenwich Meridian Biome Climate Trade Civilisation</p>
<p>Year 5 Spring</p>	<p>Mountains and Rivers of the UK SIGNIFICANCE/APPRECIATION PLACE</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in a European Country Locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Name the mountain ranges and rivers found 	<ul style="list-style-type: none"> Builds on- studies of mountains and rivers in Year 4, as well as current understanding of mapping skills, settlements, trade and agriculture. Prepares for – Comparing the mountain ranges and rivers of the UK to mountain ranges and rivers in a contrasting European country (Iceland) in Year 6 	<p>Region County Trade Distribution Economy Cheshire Stockport Greater Manchester Lancashire Yorkshire REVISIT VOCABULARY FROM MOUNTAINS AND RIVERS IN YEAR 4</p>

	<p>in the UK and identify them on a map (e.g. Eryri, river Severn)</p> <ul style="list-style-type: none"> Name and locate different regions of the UK Understand how settlements, trade and agriculture is affected by mountains and rivers in the UK, and how this has changed over time 		
<p>Year 5 Summer Writing at Length</p>	<p><u>Biomes and Vegetation Belts (The Amazon Rainforest)</u> INFLUENCE/POWER ENVIRONMENT</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America Name and locate counties and cities of the UK, their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Name and understand the differences between 	<ul style="list-style-type: none"> Builds on – knowledge of biomes, settlements, trade and agriculture studied throughout KS1 and KS2. Also draws upon knowledge gained in Year 4 when learning about the Amazon River. Prepares for - KS3 objective: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities 	<p>Emergent Canopy Understory Forest Floor Forest Grassland Tundra Desert Ice sheet</p>

	<p>layers of the Amazon rainforest</p> <ul style="list-style-type: none"> • Name and understand different types of vegetation belts and what they impact • Understand how settlements, trade and agriculture is affected in the Amazon Rainforest, including by the Amazon River 		
<p>Year 6 Autumn</p>	<p>Iceland In Depth APPRECIATION/STRUCTURES PROCESSES</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within a contrasting European country • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Understand the process behind the formation and effects of Iceland’s volcanoes and earthquakes, and how biomes and climate affect these • Understand how trade, settlements and agriculture are affected by geographical processes found in Iceland 	<ul style="list-style-type: none"> • Builds on – knowledge of geographical processes (such as tectonic plates, earthquakes and mountain formation) studied throughout Key Stage 2, as well as knowledge revisited about trade, settlements, agriculture, biomes and climate. Also builds upon existing knowledge of Europe. • Prepares for KS3 objective: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, 	<p>Vatna Glacier Volcano Gulf Stream Tectonic Plates Geysers Geothermal Waterfalls Arora Borealis</p>

	<ul style="list-style-type: none"> Use digital mapping to create a map of these key features in Iceland and compare to the UK 	hydrology and coasts	
<p>Year 6 Summer Writing at Length</p>	<p><u>The Galapagos Islands</u> SIGNIFICANCE/POWER ENVIRONMENT</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Understand how the Galapagos Islands were formed Understand and name the biomes, vegetation belts, climate zones and ecosystems found in the Galapagos Islands Understand why settlements, trade and agriculture are so different to the UK 	<ul style="list-style-type: none"> Builds upon all prior knowledge gained in ‘Environment’, ‘Processes’ and ‘Place’ over their course of study. Prepares for KS3 objective: extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities 	<p>Vegetation belts Flora Fauna Latitude Species Discovery Biome</p>
<p>Year 6 Residential</p>	<p><u>Fieldwork</u> CAUSE AND EFFECT/STRUCTURES</p> <ul style="list-style-type: none"> Use of fieldwork to observe, measure, record and present the human 	<ul style="list-style-type: none"> Builds upon all geographical mapping knowledge learnt throughout their 	<p>Ordnance Survey Map Coordinates Grid reference</p>

	<p>and physical features in the local area using a range of methods including sketch maps, plan and graphs and digital technologies</p>	<p>time in primary school.</p> <ul style="list-style-type: none"> • Prepares for fieldwork objectives in KS3: build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field • interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs • use Geographical Information Systems (GIS) to view, analyse and interpret places and data • use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. 	
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Appendix 2: Assessment Blueprint

ASSESSMENT JOURNEY

Bredbury Green Primary School

To support knowing and remembering more, adaptive teaching is undertaken each lesson. This is often based within Rosenshine's Principles of Instruction and will include retrieval activities, scaffolding etc to ensure progress. A number of assessment strategies are used, including: self-assessment, peer-assessment, formative assessment sheets, verbal feedback, FAR marking, journey marking, retrieval practise and questioning.



Expectation

Teachers retrieve the end of unit expectation from curriculum documents. From there, they work backwards, identifying objectives and creating success criteria from which the children will assess their own progress.

RR & DA

Children undergo a pre-assessment of prior knowledge (retrieval review) and a baseline assessment of current, relevant knowledge (diagnostic assessment) for the unit ahead.

Mid-Point

In each lesson, teachers will complete formative assessment sheets in line with their success criteria. FAR and Journey Marking will be used to support this. A mid-point assessment is then undertaken to assess what they have learnt.

Post-Assess

Following further teaching (which is often diagnostic following previous assessments and marking) children will complete and end of unit assessment to show what they have learned.

Sticky Knowledge

In Sticky Knowledge Week, children will revisit what they have learned throughout the year. At this point, teaching staff will be able to assess if children have 'learned and remembered more' after their initial unit of learning. This will also include the connected concepts so that children are able to explore inter-disciplinary links over time.

...and repeat

Each time a new unit is taught within a subject discipline, this cycle is repeated so that an accurate, overall summative judgement is reached by the teacher.



Appendix 3: Examples of feedback to pupils

8	9	0	17
6	4	7	17
4	6	9	19
18	18	16	

✓ ✓ ✓

How did you calculate $6 + 4 + 7$?
 I looked at the ~~the~~ number bonds and added seven

9	4	6	19
1	4	6	11
3	2	1	6
13	10	13	

✓ ✓ ✓

Can you show me the number bonds on this grid?
 Yes Daphne!
 $6 + 4$ $9 + 1$ $4 + 6$

What strategy did you use for $4 + 4 + 2$?
 I put the rows together and added them.

Identify any scientific Tier 3 vocabulary you have used. The scientific vocabulary I have used are: predict, artery, vein, justification, circulatory system, digestive system.

Do you think the circulatory system is important? Why? The circulatory system is important because, the blood in your body will not run through the body and your hearts will not pump and function, and you will die from no access of blood.

Do you think the circulatory system is more important than the digestive system? Why? No because you could have donated blood and with no food you can die from starvation.

The image shows several examples of the bridge method for addition and subtraction on grid paper. Each example consists of a number line with a bridge between two numbers and a corresponding number sentence.

- Example 1:** $50 + 12 = 62$. The number line shows a bridge from 50 to 53, and another bridge from 53 to 62. A blue checkmark is next to it.
- Example 2:** $60 + 6 = 66$. The number line shows a bridge from 60 to 62, and another bridge from 62 to 66. A blue checkmark is next to it.
- Example 3:** $80 + 3 = 83$. The number line shows a bridge from 80 to 81, and another bridge from 81 to 83. A blue checkmark is next to it.
- Example 4:** $57 + 3 = 60$. The number line shows a bridge from 57 to 59, and another bridge from 59 to 60. A blue checkmark is next to it.

Next to each example are small drawings of objects: a row of dots, a row of vertical lines, a row of circles, and a row of horizontal lines.

How does this method help us when adding? It helps because you have the halves you can take away and they have the answer.

How does including a relative clause change the meaning / effect of a sentence?

It changes the effect because it adds more detail and for information to the main clause.

Give me an example.

Woody was just and pluggy.

Woody, who lived in an magical place, was just and pluggy.

Label each of the clauses in the sentence below as either **main (M)** or **subordinate (S)**.

After they had been for a swim, the boys had a drink

S

M

because they were very thirsty.

S

Underline the **subordinate clause** in the sentence below.

When the crowd heard the clattering sound, they gasped in astonishment.

Use the information in the box to complete the sentence below with a **relative clause**.

Remember to punctuate your answer correctly.

My grandma, who loves travelling, went on

My grandma loves travelling.

holiday to Spain.

How does including a relative clause change the effect or meaning of a sentence?

It changes the effect or meaning of a sentence by adding more information.

Give me an example

The classroom was empty. ~~Which was very tidy~~

The classroom - which was very tidy - was empty.



The bed was being sat on by the boy. The drawer was being pulled in ink by the octopus. The bed was being sat on by the boy. The drawer was being opened by the

Octopus. The duck was ~~help~~ held by the boy.

What strategy can you use to help you remember passive voice?

You can either remember subject, verb and object or add by Zombies onto the end of the sentence to see if it makes sense and finally you can remember Miss Lattress tickling the calling.

The Hero twins link to Thesurus and the minotaur because Thesurus had to go through tests just like the Hero twins.

Can you be more specific?

The Hero twins are linked to Thesurus and the minotaur because the twins had to go through many tests such as not sitting on a burning bench. Thesurus had to go through many tests as well, such as he needed to find the middle of the maze.

How are myths and legends reflected in modern texts and stories?

They are reflected in modern texts and stories because Harry Potter had to go up against Voldemort just like the Hero twins who had to go up against the Lords of Death.

game! So the Lords of Death sent an invitation world. They explained that the twins had to find the Lord of Death by their name.





near with them, but instead, they hid out to reach the underworld. They had to go through a test of spikes, a river of blood and a maze.

before them by name.

The twins had failed a test to take a seat on the throne. The bench had

them was

Appendix 4: Rosenshine’s Principles of Instruction

<p>01 DAILY REVIEW</p>  <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	<p>02 NEW MATERIAL IN SMALL STEPS</p>  <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.</p>
<p>03 ASK QUESTIONS</p>  <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	<p>04 PROVIDE MODELS</p>  <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p>
<p>05 GUIDE STUDENT PRACTICE</p>  <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.</p>	<p>06 CHECK STUDENT UNDERSTANDING</p>  <p>Less successful teachers merely ask “Are there any questions?” No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>
<p>07 OBTAIN HIGH SUCCESS RATE</p>  <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	<p>08 SCAFFOLDS FOR DIFFICULT TASKS</p>  <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>
<p>09 INDEPENDENT PRACTICE</p>  <p>Independent practice produces ‘overlearning’ — a necessary process for new material to be recalled automatically. This ensures no overloading of students’ working memory.</p>	<p>10 WEEKLY & MONTHLY REVIEW</p>  <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>

Appendix 5: Example from Y6 Milestone Tracker

Name:		Date:		
<i>Autumn Term Sticky Knowledge Week</i>	Essential Knowledge	R	A	G
Art (verbal)	Explore shape, proportion, perspective and draw with precision using different gradients and other mediums for effect.			
	Use feedback to make amendments and improvements to final art piece.			
	Identify a great artist and how their work has influenced art today.			
Music	To be assessed in Spring			
Spanish	Children will be able to discuss the significance of Dia de los Muertos			
	Children will be able to use specific vocabulary to identify key parts of the festival of Dia de los Muertos			
	Children will know the names of important foods consumed at Dia de los Muertos.			
History (within SKW powerpoint)	Contrast the Maya with British society			
	Articulate the impact that the Maya had on us as a modern society, sharing an understanding of key artefacts			
	Identify key cultural differences e.g. Gods, crime and punishment			
Geography	To be assessed in Spring			
Science (within SKW powerpoint)	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals			
	Give reasons for classifying plants and animals based on specific characteristics.			
	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood			
	Describe the ways in which nutrients and water are transported within animals, including humans.			
	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function			
Computing (within SKW powerpoint)	Explore how data is transferred			
	Working collaboratively online			
DT	To be assessed in Spring			
RE (within SKW powerpoint)	Understand the concepts of Ummah, Ahimsa and Grace			
PSHEE (within SKW powerpoint)	Show an understanding of the Zones of Regulation			
PE (Mentimeter)	Combine all taught techniques in game situations			
	Anticipate play and lead others within a team, throughout a range of sports and games			
	Successfully defend and attack throughout a range of sports and games			

