CURRICULUM: GEOGRAPHY

St John the Evangelist Catholic Primary School

Christ at the Centre, Children at the Heart

CURRICULUM NARRATIVE

Cycle A

Welcome to secondary school!

Year 5/6

Biomes - deserts

Europe

Year 3/4

Angry Earth

Coasts

Year 1/2

Beside the seaside

Exploring the World

Your geography journey starts here!

EYFS

People and places and the world we live in: In EYFS children begin to develop their geographical knowledge by exploring features of their school and nursery. They begin to compare and contrast different places and environments using maps and atlases.

CURRICULUM NARRATIVE

Cycle B

Welcome to secondary school!

Year 5/6

Tsunami

North America

Year 3/4

Biomes – rainforests

Rivers

Year 1/2

Planet Earth

Where I live

EYFS

People and places and the world we live in: In EYFS children begin to develop their geographical knowledge by exploring features of their school and nursery. They begin to compare and contrast different places and environments using maps and atlases.

Your geography journey starts here!

CURRICULUM NARRATIVE

Why do geographers read?

To find out specific information about places

To interpret data

To learn about past and future events

To help recognise their own impacts on the world

Write like a geographer

Cause - the human physical processes

Consequence - the social, economic and environmental impacts

Change and continuity - Global, national and local

Similarity and difference - A place you have studied to support your writing

Correctly use geographical key terms

Use labels and annotations on Diagrams

Threshold Concepts

Location and Place Knowledge
Name, locate and identify places on a global, national and local scale.

Geographical Techniques
Use geographical terms and vocabulary. Use geographical skills, including maps and graphical methods

Physical Features and Processes
Describe the formation and changes of natural landscapes over time.

Human Interaction with the Environment
Identify land use. Discuss the relationships between human activity and places. Recognise how the environment is managed.

The Geography curriculum aims to inspire students with curiosity and fascination about the world around them. Our curriculum aims to equip students with knowledge and give them an understanding about natural and human environments, diverse places, people and resources, including the Earth's key physical and human processes. The study of geography should give students an understanding of their place in the world.

The Journey Begins…

In EYFS pupils will begin to develop their understanding of the world around them. They will know where they are placed and will begin to recognise that there are other places around them. During the course of these units, they will become familiar with the location of their home and school; learn about the name of the street they live on as well as the name of their local town or city. They will be introduced to geographical techniques such as map literacy by creating maps of their immediate environment, making links to literacy through labelling. They will begin to differentiate between physical features and human features.

As they move into Key Stage 1, pupils gain a greater understanding of the world around them, studying their local area in greater detail, the Seaside, Explorers and Planet Earth. Their locational and place knowledge will deepen as they begin to look more closely at their immediate environment but also earth as a whole. They will identify the types of housing and weather patterns as well as be able to name the countries within the UK, the seven continents and five oceans. They will begin to understand why different locations have different climates and will be able to compare and contrast opposing environments, using geographical vocabulary. Pupils will become more aware of how humans interact with the environment in different parts of the earth. They will study different types of map and will broaden their own understanding of maps and graphicacy by creating more detailed maps using symbols and keys.

In Lower Key Stage 2, pupils study the UK in more detail, they learn specific, locational facts such as capital city names, landmarks and flags. They also begin to develop an understanding of human geography by studying population and distribution. They look at physical features of the UK by contrasting rural and urban areas and gain an understanding of migration and tourism. Pupils are provided with many opportunities to develop a greater understanding of the physical processes that take place on earth by delving into the natural world and its resources. They will understand how volcanoes form, how and why earthquakes occur and will study rivers and coasts – completing case studies as they go.

As they progress to Upper Key Stage 2, pupils continue to explore the human world, enabling them to see links to their physical geography. They will study settlements and land use, natural resources and their use, biomes and North America. They will continue to deepen their geographical skills and knowledge through studying many different maps and graphs. They will understand the difference between labelling and annotating and will be able to analyse different types of data using these geographical techniques. They will complete extended pieces of writing demonstrating their understanding, using subject specific vocabulary. This curriculum prepares them with high quality skills and knowledge needed for Key Stage 3 and beyond.

CURRICULUM NARRATIVE

Knowledge of Places:
It is important our pupils learn about places in an appropriately nuanced and complex way. They should encounter the same places at different times and in different contexts throughout units of work. Throughout these units of work, pupils will develop knowledge of the North East and the United Kingdom. They will also use comparative skills to develop their knowledge of Australia and South America. As they move into Year 5, they will develop an understanding of North America which will continue into Year 6.

Geography Skills and Fieldwork:
Throughout the units of work geography skills and fieldwork opportunities have been built into the curriculum. Geography skills within the units include using maps, atlases and digital mapping to locate countries, as well as using compasses, symbols and keys. Fieldwork opportunities include observing, measuring, recording and presenting, which includes labelling and sketching maps. It is important to remember fieldwork does not always mean going out of school. It can involve collecting data within the school and the classroom and presenting and analysing data that has been given to them.

Progression through the Threshold Concepts

Within geography, there are 4 key threshold concepts, which when combined, ensure that our students can access a deep understanding of the subject. The threshold concepts relate to core aspects of disciplinary knowledge and substantive knowledge. For example, when 'thinking like a geographer', students need a deep understanding of place, knowledge and geographical skill to enable their understanding of physical and human geography. As students progress through the curriculum narratives, so should their understanding of the threshold concepts:

Location and Place Knowledge
Location and place knowledge is not simply about knowing where a place is in the world. It includes:
• Location Knowledge: world countries, regions, environments, continents, physical features (rivers and mountains)
• Physical Knowledge: similarities and differences between places (physical and human), cultures, cities, capitals
• Map Literacy: latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

Geographical Techniques
The use of geographical techniques such as fieldwork but also the use of terminology and geographer traits such as:
• Map literacy, Ordnance Survey maps, grid references, latitude and longitude, atlases, globes, GIS (Google maps), aerial photos.
• Numeracy and graphicacy, manipulating data, interpreting graphs and tables, constructing graphs.
• Literacy skills using key terminology, constructing and writing arguments, writing persuasively.
• Annotating diagrams/photos, using case studies, causes, effects, responses, processes leading to landforms, inferring information and making judgements.

Physical Features and Processes
Looking at the natural landscapes, features and the processes which create them. This is done in two stages:
1. Characteristics (describe) What does the feature look like? What makes it unique? What are its dimensions? Observations (figures, photos, diagrams).
2. Processes (explain) Why does the feature/event occur? Step-by-step formation, directly link how the processes create the characteristics.

Human Interaction with the Environment
Humans interact in a number of ways including:
• Land use, types of settlement, economic activity including trade links, distribution of natural resources.
• Human impacts on the natural environment, human-induced hazards, impacts of natural hazards on people.
• Human responses to natural hazards and to human-induced hazards.

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Common Threads

To ensure the units are cohesive, the curriculum has been developed with key threads underpinning the different units. These threads run through the different units to ensure pupils build an in-depth knowledge of places and can make comparisons.

North East

UK

Brazil

Australia

North America

Climate Change

Knowledge of Places:
It is important our pupils learn about places in an appropriately nuanced and complex way. They should encounter the same places at different times and in different contexts throughout units of work. Throughout these units of work, where possible, pupils will develop knowledge of the North East of England and the United Kingdom. They will also use comparative skills to develop their knowledge of Australia and Brazil. As they move into Year 5, they will develop an understanding of North America which will continue into Year 6.

Geography Skills and Fieldwork:
Throughout the units of work geography skills and fieldwork opportunities have been built into the curriculum. Geography skills within the units include using maps, atlases and digit mapping to locate countries, as well as using compasses, symbols and keys. Fieldwork opportunities include observing, measuring, recording and presenting, which includes labelling and sketching maps. It is important to remember fieldwork does not always mean going out of school. It can involve collecting data within the school and the classroom and presenting and analysing the data that has been given to them.

CURRICULUM NARRATIVE

Curriculum Coverage					
Upper KS2 Cycle A	**Y5/6**		Biomes - Deserts		Europe
Cycle B	**Y5/6**		North America		Tsunami
Lower KS2 Cycle A	**Y3/4**		Coasts		Angry Earth
Cycle B	**Y3/4**		Rivers		Biomes - Rainforests
KS1 Cycle A	**Y1/2**		Exploring the World		Beside the Seaside
Cycle B	**Y1/2**		Where I live		Planet Earth

Intent

We aim to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We want children to enjoy learning about geography and develop their interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our Geography curriculum builds on children's prior learning and develops their knowledge of the world around them so that they know more, remember more and understand more. Learning about Geography enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.

Geography in Early Years

Nursery

Understand 'how' questions, like: "How is an igloo different from your house?"
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Explore the natural world around them, making observations and drawing pictures of animals and plants;
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
Understand some important processes and changes in the natural world around them, including the seasons.

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Reception

Learn new geographical vocabulary such as land, sea, mountain, hill, river, pond.
Ask questions to find out more and to check what has been said to them.
Articulate their ideas and thoughts in well-formed sentences.
Describe geographical photographs and compare and contrast features in some detail.
Use talk to work out problems and organise thinking and activities.
Explain how things work and why they might happen.
Use new vocabulary in different contexts.
Use WOW (Word of the Week) to introduce specific geographical terms such as Country, Continent, aerial.
Introduce basic mapwork skills.

Implementation

As a school within Bishop Hogarth Catholic Education Trust, we teach a scheme of work designed by a transition team of our primary school staff working with subject specialists from our secondary schools. This means our curriculum has been designed to ensure clear progression, in the acquisition of knowledge and for key skills, building on pupils' prior learning. We teach termly, discrete topics for all pupils from Year 1 to Year 6. The curriculum units of work have clearly identified minimum knowledge end points and have been sequenced to ensure that pupils know more and remember more as they move through primary school and transfer into KS3. Our curriculum covers the National Curriculum and is underpinned by the building blocks of Geography (Threshold Concepts) which are emphasised and reinforced in the Geography Curriculum across our Trust schools from KS1 to KS5.

1. Location and Place Knowledge
2. Geographical Techniques and Terms
3. Physical Features and Processes
4. Human Interaction with the Environment

Each unit of work has a clear rationale. Key topic vocabulary builds on pupils' prior learning and defines the minimum knowledge and skills (end points) that pupils will learn. Assessment strands in topics give pupils the opportunity to demonstrate their learning and the knowledge companions that we call 'Learn it! Link It! help pupils to remember the key elements of the topic. This helps pupils organise their learning into relevant areas and make links to other subjects. Conceptual threads of Geography such as cause, effect response and the 'Geotrio' of social, economic and environmental factors are woven through our curriculum to ensure consistency, add focus and promote purposeful learning.
Topics and units lay out sequential components of learning which equates to 8-10 hours of teaching.

Local Context of School

St John the Evangelist Catholic Academy is located on Cowpen Lane in the town of Billingham in the North-East of England. Originally an Anglo-Saxon settlement, there is a rich industrial heritage with ICI, now a site of Biomedical research. There is a train station with links to Edinburgh and to London and we are proud to have this railway heritage. We are close to the A19 which joins the A1 motorway. There is one river: River Tees (pumping station). The River Tees has its source at Cross Fell in the North Pennines. It flows eastwards for 85 miles through Teesside before it joins the North Sea. We are fortunate to have Billingham Beck Valley Country Park, RSPB Saltholme and Seal Sands on our doorstep.

Impact

When pupils leave our school, they will know more, remember more and understand more about Geography. They will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. The majority of pupils will achieve age-related expectations in Geography and clear progress will be evident in their topic work and in topic-assessed tasks. Outcomes in Geography books will demonstrate pupils' acquisition of key knowledge and topic end points. They will have the firm foundations in Geography and are well-placed to make good progress at Key Stage 3.

Mixed Age Classes

For mixed age classes, cycles of learning (rolling programmes) ensure that pupils meet threshold concepts for their year group without repeating the same theme of learning.

CURRICULUM COVERAGE - KS1

National Curriculum Statement	BHCET Geography Unit
Name and locate the world's seven continents and five oceans.	Where I Live Exploring the World Planet Earth
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place knowledge.	Where I Live
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.	Where I Live Beside the Seaside Planet Earth Exploring the World
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Exploring the World Planet Earth
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 • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Where I Live Beside the Seaside Planet Earth Exploring the World
Fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Where I Live Beside the Seaside Planet Earth Exploring the World
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.	Where I Live Beside the Seaside Exploring the world
Use aerial photographs and plan perspectives to recognise landmarks and basic man-made and physical features; devise a simple map and use and construct basic symbols in a key.	Where I Live
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.	Where I Live

CURRICULUM COVERAGE - KS2

National Curriculum Statement	BHCET Geography Unit
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Europe Biomes: Rainforest North America Japanese Tsunami Angry Earth Biomes: Deserts Coasts
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns and understand how some of these aspects have changed over time.	Europe Rivers Coasts
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Europe Biomes: Rainforest North America Japanese Tsunami Angry Earth Biomes: Deserts
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.	North America Europe Japanese Tsunami
Describe and understand key aspects of: • physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • human geography including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water	Europe Biomes: Rainforest North America Japanese Tsunami Angry Earth Biomes: Deserts
Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Europe Biomes: Rainforest North America Japanese Tsunami Angry Earth Biomes: Deserts
Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Europe
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Biomes: Deserts North America Rivers

CURRICULUM CONTINUITY – EYFS TO KS1

A team of Primary teachers and Secondary Heads of Department within BHCET have worked together to produce high quality units, following the threshold concepts. An effective geography curriculum must cover all four of these concepts and within one lesson, at least three of these concepts should be covered. Writers of these units have worked to identify sufficient breadth of content and ensure that pupils learn in sufficient depth. The units are written for Year 1 pupils up to Year 6. This document captures the progression from EYFS into Key Stage One and gives suggested texts that could be explored with Early Years pupils to support the geography threshold concepts.

Threshold Concepts

How does the Early Years Framework fit within the four threshold concepts?

Location and Place Knowledge	Physical Features and Processes	Human Interaction with the Environment	Geographical Techniques
Understanding the World, People, Culture and Communities			
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, rhymes and poems. Know that there are different countries in the world and talk about the differences they have experienced, seen in photos or read about. Begin to ask questions and can compare features of different environments. Develop an understanding of the position of other countries in the world. Observe and compare features in the environment by pointing/looking closely. Naming simple features e.g. trees, wall, grass, road. Using some descriptive vocabulary to describe features e.g. tall trees.	Understand that the weather changes with the seasons (linked to walks in school/local area). Make observations of plants and weather in their environment and talk about changes. Enrich and widen children's vocabulary through the use of geographical language: forest, sea, ocean, river, road. Design and build small world areas.	Know there are different types of housing. Make observations about their local environment e.g. park, school, home. Introduce vocabulary to help express opinions e.g. busy, quiet, pollution Begin to make marks to represent buildings, roads and trees. Show an awareness of the different shapes of buildings when drawing. Design and build small world areas.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Draw information from a simple map. Visit the local park, high street, church etc and local area walks to notice features of the geographical environment. Use a camera or iPad to take still and moving images of the local environment. Add detail to a map of a familiar place - bedroom, classroom, local area. Use positional language through stories e.g. Rosie's Walk Describe their relative position e.g. next to, behind. Can follow positional instructions. Using stories as a basis, draw simple maps to show journey taken e.g. Red Riding Hood. Use road mats for small world play. Show an interest in maps e.g. treasure maps, road maps Use a simple map with a programmable toy. Design and build small world areas. Use road mats for small world play.

CURRICULUM CONTINUITY – EYFS TO KS1

What are the Key Stage One Geographical Skills?

Location and Place Knowledge	Physical features and processes	Human interaction with the environment	Geographical Techniques
Name and locate the four countries and four capital cities of England, Wales, Scotland and Northern Ireland. Name and locate the seven continents of the world and the five oceans. Label features of a coastal place and compare the features to where they live. Locate hot and cold areas of the world using the Equator and the Poles. Use atlases, globes, maps, aerial photographs and videos. Compare their town to a non-European country.	Use basic vocabulary to refer to physical features, including beach, cliff, coasts, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, winter. Understand what is meant by physical geography and physical features. Sort human and physical features. Identify human features found in their local area and the UK. Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach. Explain why features may occur and what they are used for.	Use basic vocabulary to name human features: city, town, village, factory, farm, house, office, port, harbour and shop. Understand what is meant by human geography and human features. Sort human and physical features. Identify human features found in their local area and the UK. List some advantages and disadvantages of living in a city, town or village. Explain why features may occur and what they are used for. Know what impact humans are having on the local area/the world. Name different types of settlements and explain some differences between them. Know that weather patterns are different in different parts of the world, in relation to the equator and the poles and begin to explain why. Explain how weather can impact the way of life of different people. Explain how we can have a positive impact on the environment/climate.	Use maps and atlases, including Google Earth. Devise simple maps with common keys. Explain why it is important for all streets to have a name, including post code. Follow a simple road map and recognise key landmarks/features. Make a model using road strips and toy buildings that show features of an area. Talk about the main differences between a world map and a globe. Use simple compass directions (North, East, South, West). Use locational and directional language [e.g. near and far; left and right], to describe the location of features and routes on a map. Talk and ask questions about their local area and the features found there. Observe and record information. Use a range of geographical resources to investigate questions they are asked.

SEND

The BHCET Geography curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the BHCET curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology.

Scaffolding
'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction
Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching" One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'. Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies
Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning. Examples: Chunking the task will support pupils with SEND. This may be through provision of checklists, instructions on a whiteboard or providing one question at a time which helps reduce distractions to avoid overloading working memory. Prompt sheets help pupils to evaluate their progress with ideas for further support.

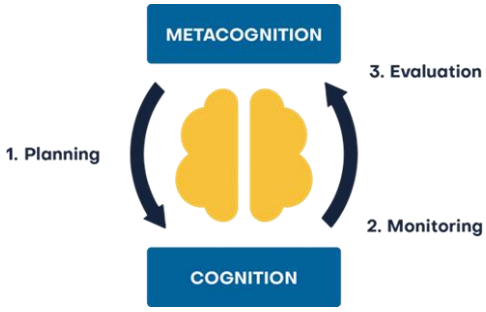
Flexible Grouping
Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met.
Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning for example, to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact or understand a concept. Pre-teaching key vocabulary is a useful technique.

Use of Technology
Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents, can be effective, especially when the pupil can act on this feedback.
Examples: Use a visualiser to model worked examples. Technology applications, such as online quizzes, can prove effective. Speech-generating apps to enable note-taking and extended writing can be helpful.

Assessment

Assessment comprises two linked processes:

Formative Assessment provides Assessment **for** Learning, is a continuous process and an integral part of teaching and learning. Informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment **as** Learning. Self-regulated learners are aware of their strengths and weaknesses and can motivate themselves to engage in and improve their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Metacognitive Regulation Cycle
(EEF Metacognition & Self regulation Guidance)

Summative Assessment provides Assessment **of** Learning and is a judgement of attainment at key points throughout the year using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupils' prior learning.

Assessment is a continuous process which is integral to teaching and learning and:
Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
Is accompanied by **clear assessment criteria** that enable effective marking and feedback, give a reliable progress evaluation and demonstrate clearly what a pupil must do to improve.
Provides feedback recognising achievement and increasing pupil confidence/motivation.
Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
Allows regular subject-specific extended writing and access to high quality texts/reading.
Should be moderated and standardised to ensure **purposeful, meaningful and timely feedback.**
Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
Allows leaders and staff to make timely adaptations to the curriculum.