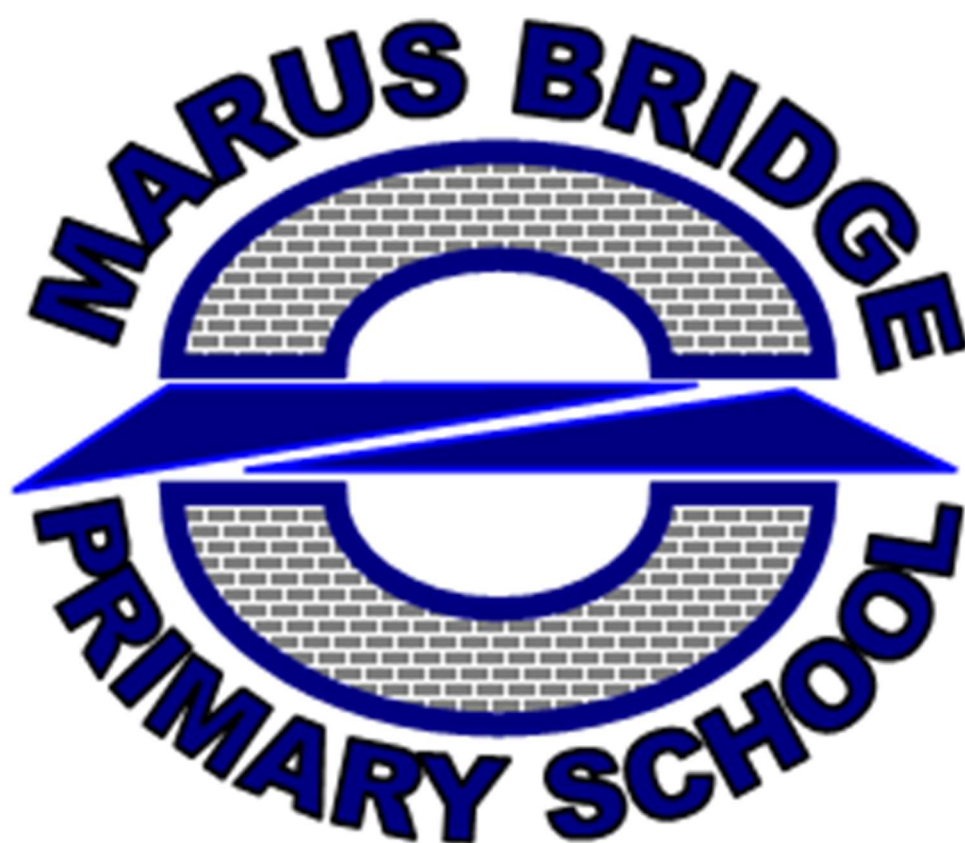


# Primary Specification Policy



**Wider Curriculum**

## **MARUS BRIDGE CURRICULUM**

<b>CURRICULUM LEAD</b>	Alison Atkinson and Adele Hurst
<b>PEDAGOGY LEAD</b>	Adele Hurst
<b>MATHS</b>	Hannah Whiting
<b>ENGLISH</b>	Suzanne Carver Upper School Faye Holden Lower School
<b>SCIENCE</b>	Liz Bower
<b>HISTORY</b>	Adele Hurst
<b>GEOGRAPHY</b>	Lauren Foxwell
<b>COMPUTING</b>	Vicky Fisher
<b>ART</b>	Penny Fox
<b>DESIGN TECH</b>	Nicola Capstick
<b>PSHE</b>	Tracy Heaton
<b>MUSIC</b>	Jacqui Collier (Paula Riley for enrichment)
<b>SPANISH</b>	Suzanne Carver
<b>PE</b>	Robyn Johnstone Georgia Evans
<b>RE</b>	Holly Miller Kath Hampson
<b>SCHOOL COUNCIL</b>	Jacqui Collier
<b>ECO COUNCIL</b>	Liz Bower
<b>LIBRARIES</b>	Cherie Melling KS1 Sara Taylor KS2

## Intent (Our aims, culture and ethos)

Upon leaving Marus Bridge, we want our children to have the knowledge, understanding and drive to be responsible and transformational members of a diverse and global society.

Our curriculum aims to provide all children with a broad and ambitious learning experience, enabling the acquisition of interrelated knowledge and skills whilst developing new interests and passions.

We want our pupils to develop transferable vocabulary to provide them with the language they need to articulate the connections and knowledge they have acquired, opening the door to future learning.

## Implementation (How is this achieved?)

### Macro-level (subjects and topics):

On a Trust level, subject leads for each area of the curriculum have devised a set of over-arching curriculum objectives which meet the National Curriculum Standards (2014). These over-arching objectives ([See Appendix 1 for example](#)) are listed in our '**Subject Specification Policies**' and are woven into our subject **End Points Documents** ([see Appendix 2 for example](#)) which use the **overarching-objectives as a baseline, but personalises the curriculum to our school context.**

The objectives listed in each subject End Point Documents are used to deliver a series of lessons on a topic-by-topic basis. The planning/delivery of these topics can be divided into 3 distinct categories:

Developed by subject leads and class teachers	Scheme-Assisted	Subjects taught by Specialists
<ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> <li>• PE</li> <li>• PSHE</li> <li>• Art</li> </ul>	<ul style="list-style-type: none"> <li>• Music (Kapow)</li> <li>• RE (Kapow)</li> <li>• DT (Kapow)</li> <li>• Spanish (Janet Lloyd Primary Languages Spanish)</li> <li>• PE (PE planning)</li> <li>• Science (Snap Science)</li> <li>• COMPUTING (Purple Mash)</li> </ul>	<ul style="list-style-type: none"> <li>• PE (Staff from local high school – 1 out of 2 lessons per week.)</li> <li>• Music (Wigan Music Service in Y4)</li> </ul>

In line with the National Curriculum (2014), the following weekly time allocations are given to each subject:

KS1	Science 100/ 120 mins	Humanities 90/120 mins	Spanish 30mins	Music 45 mins	RE 45 mins	Comp 60 mins	Art/DT 60 mins	PSHE 45 mins	PE 120 mins
KS2	Science 90/120mins	Humanities 90/120 mins	Spanish 30mins	Music 45 mins	RE 45 mins	Comp 60 mins	Art/DT 60 mins	PSHE 60 mins	PE 120 mins

Throughout each subject, knowledge is taught to be **remembered not merely encountered**. Our End Points Documents map key concepts and frames well chosen, powerful knowledge, with **transferable vocabulary**. Our approach to curriculum implementation is through **spaced retrieval practice** and plenty of **overlearning** to ensure that knowledge sticks and is deepened throughout the course of our curriculum.

To facilitate this, the following structure is applied to our delivery of each topic within every subject:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<i>Teach A</i>	<i>Teach B</i>	<i>Teach C</i>	<i>Teach D</i>	<i>Teach E</i>	<i>Teach F</i>
<p><b>Prior-learning Session</b> Retrieve prior knowledge relating to the topic.</p> <p>Look at the knowledge organiser for the topic ahead.</p>	<p><b>Daily Review</b> (retrieval task from last session or any relevant prior knowledge)</p>	<p><b>Daily Review</b> (retrieval task from last session or any relevant prior knowledge)</p>	<p><b>Daily Review</b> (retrieval task from last session or any relevant prior knowledge)</p>	<p><b>Daily Review</b> (retrieval task from last session or any relevant prior knowledge)</p>	<p><b>Daily Review</b> (retrieval task from last session or any relevant prior knowledge)</p>
	<p>+ New Knowledge</p>	<p>+ New Knowledge</p>	<p>+ New Knowledge</p>	<p>+ New Knowledge</p>	<p>+ New Knowledge</p>

The vocabulary selections for each topic are purposefully transferable and build upon prior knowledge. For instance, the example below shows how prior **knowledge of relevant vocabulary** is incrementally built upon on a topic-by-topic basis:

Key: <b>EYFS VOCAB</b> <b>KS1 VOCAB</b> <b>LKS2 VOCAB</b> <b>UKS2 VOCAB</b>	
<p><b>Topic:</b> Geography Y5 Investigating Coasts</p>	<p>Local, Beaches, physical feature, human feature, urban rural, built-up, roads, erosion, coast, bay, headland, stump, stack, cave, arch, cliff</p>

For our pupils with SEND, teachers adapt their lessons accordingly using the **SEND Toolkit** (see [Appendix 3](#)).

Once per term, we also have a whole-school '**Knowledge Review Week**'. During this week, no new content is delivered. Teachers plan activities which recap, review and revise content already delivered, focusing specifically on the End Point Objectives for each topic.

## Micro-level (lesson-by-lesson):

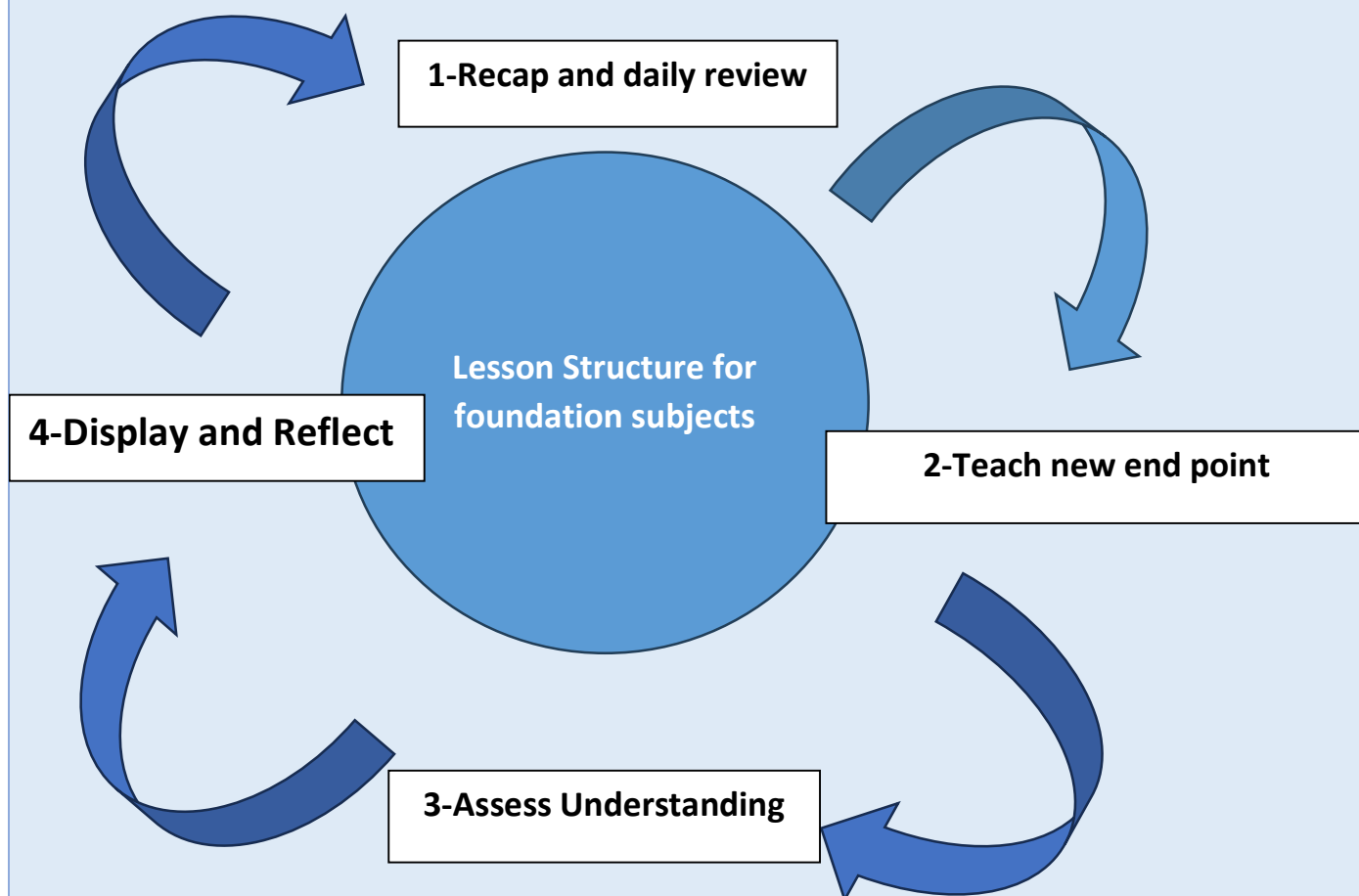
### **The Marus Bridge 10**

This document sets out our approach to teaching and learning. We have written it following reading a wide range of research evidence, including Rosenshine, Ofsted Research Reports and Visible Learning. The pedagogy and metacognition strands underpin how lessons are delivered across all subjects. ([See Appendix 4](#))

### **Lesson structure for foundation subjects**

On a lesson-by-lesson basis, the following structure is followed.

1. Recap main learning (end point) and vocab from previous sessions. Refer to working walls. If first session make links with prior knowledge. *Assessment opportunity and new vocabulary introduced.*
2. Set up the new learning for the lesson, WALT shared (from End Point document), Teach, explore, investigate. All the time modelling the new vocabulary. *Use 3 step approach I do, we do, you do. Ensure modelling, shared work, practical activities, allow children time to talk and discuss. (Rosenshine principles)*
3. Demonstrate progress towards the WALT/end point. *Written outcome, quiz, orally, post its? Assessment opportunity 2*
4. Add new learning to the working wall for knowledge retention and support. Children to reflect upon their understanding of the end point *Include new vocab and key knowledge from end points document.*



## Impact

The vast majority of pupils achieve the expected National Curriculum standard in a range of subjects. Children are assessed in the foundation subjects at the end of each academic year. Teachers use the knowledge they have acquired of the children's ability to articulate and discuss the end points for the topics covered in each area. Teachers are provided with formative assessment sheets to keep track of over the course of the year to support their judgement. (see [Appendix 5](#))

### **Formative assessment in the wider curriculum**

As per [Appendix 5](#), teachers keep a log of the ongoing picture being built over the course of the year on a topic-by-topic basis. This log is informed by low stakes testing including:

- Quizzes
- Classroom questioning
- Daily Review analysis
- Questionnaires
- Self and peer assessments
- Presentations
- Speaking and listening activities
- Prior learning activities
- Knowledge Review Week activities
- At the end of each unit, children complete a written quiz and a verbal discussion based on the End Points for that topic. This is used to inform teacher judgement.

### **Summative assessment in the wider curriculum**

Children are assessed at the end of each year as follows:

<b>PKS</b>	Children have not accessed the full curriculum due to a significant SEND. The curriculum has been differentiated appropriately to meet their need.
<b>WTS</b>	Children are not able to fully articulate answers to the majority of the end point questions. They have not retained the majority of the year group vocabulary.
<b>EXP</b>	Children are able to fully articulate answers to the majority of the end point questions. They have retained the majority of the year group vocabulary and are able to apply it across disciplines.
<b>Gifted and Talented</b>	Children show a specific talent for an aspect of the subject.

**How do we monitor this impact?**

Each academic year, every subject is audited by the subject-lead through conducting pupil interviews, completing book-looks, lesson observations and chatting with staff and analysing data. Teachers receive personal feedback from audits to ensure continuous reflective practice. Subject leaders then identify strengths and targets to work towards over a 12-month period which feeds into annual subject action plans.

## Appendix 1

Example over-arching objectives from the Key Spec Policy for History:

<b>Stage Descriptors</b>	
<b>EYFS</b>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<b>KS1</b>	<p>Use words and phrases like; a long time ago, before I was born, last week, when I was younger, yesterday, new, old, object, photograph, before, after, next, now, past, present, during, modern, recent, diary, event, museum, timeline</p> <p>Recognise that some objects belonged to the past</p> <p>Ask questions about old and new objects</p> <p>Answer simple historical questions</p> <p>Recognise similarities and differences such as here/there and then/now involving situations and other sources</p> <p>Draw some simple conclusions about sources such as what an artefact was used for</p> <p>Understand that the people and events I study fit within a chronological timeline</p> <p>Know some ways in which we find out about the past and identify different ways in which the past is represented.</p> <p>Recount the life of someone significant who lived in the past, explaining how they had an impact on others lives</p> <p>Compare aspects of life from two periods of time</p> <p>Describe an historical place, event or person from my own locality</p> <p>Understand and discuss changes within living memory</p>



## LKS2

Use appropriate historical vocabulary to communicate, including; ancient, BC/AD, century, decade, chronology/chronologically, archaeology/archaeologist, evidence, artefact, source, civilisation, empire, conquest, enemies, invade, settle, enquiry, evaluate and conclusion

Use a timeline within a specific period of history to set out the order that things may have happened

Plot events on a timeline covering the periods studied

Describe events from the past using dates when things happened

Explain some of the times when Britain has been invaded

Draw information from different sources to find similarities and differences between two or more periods of history

Use research skills to answer specific historical questions

Compare modern day Britain to the past making connections and comparisons

Explain how historic items and artefacts can be used to help build up a picture of life in the past

Explain how an event from the past has shaped our life today

## UKS2

Use appropriate vocabulary to communicate, including; change, period, citizen, continuity, cultural, legacy, monarchy, peasantry, social, democracy, government, parliament, political, excavate, interpretation, reliability, immigration, perspective, propaganda, analyse, hypotheses.

Identify and explain differences, similarities and changes between different periods in history

Construct a timeline with different historical periods showing key historical events and lives of significant people

Research two versions of an event and explain how it can differ

Detect change and continuity and comment on these

Describe the social, ethnic, cultural or religious diversity of past society

Use sources to form an argument and justify my conclusions about life in a past society.

Use original ways to present information and ideas

Summarise how Britain has had a major influence on the world

Summarise how Britain may have learned from other countries and civilisations




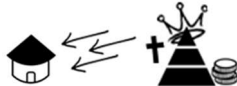



Place features of historical events and people from the past societies and periods in a chronological framework

Summarise the main events from a period in history, explaining the order of events and what happened.

Identify and explain propaganda

Describe the features of historical events and way of life from periods studied; present to an audience

## Appendix 2:

Year 4	End points / questions	Key Vocabulary
<p><b>Egyptians</b></p>	<ul style="list-style-type: none"> <li>Explain the temporal connectivity between the Egyptians and the Romans/Iron Age civilisations. (Which civilisation was around at the same time as the Egyptians? When/how did the Egyptian period end?) </li> <li>Understand the Egyptian hierarchy and how life would be different for people at different levels within this system. (Who ruled within Ancient Egypt? How did the lives scribes/nobles differ to that of slaves/farmers?) </li> <li>Know the process of mummification (What happens during mummification? What tools did they use? Why did they think mummification was important? Why did were pharaohs given a dung beetle amulet during their mummification? [free pass to afterlife as they embody God of Ra – covered in Bolton Museum trip]) </li> <li>Know who Tutankhamun and Cleopatra were and why they are so well-known. (Who was the last pharaoh of Egypt? What was different about Tutankhamun? Why are they both so well known? [Cleopatra – last pharaoh and tried to save Egypt through her relationships with Romans. Tutankhamun – because of what we have learn from discovering his tomb. Also, because his tomb was discovered by an Englishman.] </li> <li>Understand why the building of the pyramids was so revolutionary. (Why are the pyramids so impressive? How did the Egyptians build them? For what purpose? What tools did they use? How was the Nile relevant?) </li> </ul> <p><b>Disciplinary Outcome 5:</b> Understand how artefacts have helped historians to build a picture of the past. <b>Disciplinary Outcome 6:</b> Understand the merit of archaeology.</p>	<p>materials, improvements, wealthy/wealth, man-made, technology, chronological, monarch, ancient, BC / AD, architecture, artefact, civilisation, invention, mummification, pharaoh, tomb, pyramids, temporal, revolutionary, rule, amulet, hierarchy</p> <p><b>Key Figures:</b> Tutankhamun Cleopatra</p>
<p><b>The Dark Ages</b> (Vikings and Anglo-Saxons)</p>	<ul style="list-style-type: none"> <li>Understand the chronology of the Dark Ages and how it got its name. (Who arrived in Britain first? When? How did they arrive? [touch on longboats] Why is it called the Dark Ages? [lack of written record]) </li> <li>Understand daily life for the majority of Anglo Saxons. (How does the Anglo-Saxon way of life mirror that of the Bronze/Iron Age? Were men and women treated equally? [women could own land]) </li> <li>Know what changed and what continued when the Romans left and the Anglo Saxons/Vikings arrived. (How did settlements and religion change during Anglo-Saxon times? What Roman technology was used by the Saxons?)</li> </ul>	<p>travel, monarch, voyage, Resolution, warriors, Danelaw, invade, conquer, settle, raid, revolt/rebellion, conflict, period</p> <p><b>Key Figures:</b> Alfred the Great Athelstan</p>



- What impact did Alfred the Great and his grandson Athelstan have on Britain during the Saxon Period? (How did England change after Alfred's resolution with the Vikings? Why was Athelstan considered king of all England? [link to invasion and settlement] Did kings fight during the Saxon period? Where they warriors?)



- Understand the conflict between the Saxons and the Vikings. (How did they manage to live alongside one another? Who was in charge? What was Danelaw? Who held the power?)



**Disciplinary Outcome 6:** Understand the merit of archaeology. (due to lack of written record of the Dark Ages)

**Normans**

End points / questions

- Develop a mental timeline from the Stone Age until the end of the Norman period. (Can you order these historical periods? Which ones were BC/AD? Which ones span the longest amount of time? Why did some overlap?)



- Know what life was like in the 1060's (What was daily life like for the Saxons/Vikings? How did that differ from the Normans? What was life like for women vs men? [Normans did not allow Saxon women to own land unless they married a Norman])



- Explain the story of the Battle of Hastings and what led to it. (How did the Normans win the Battle of Hastings? What happened during the battle? Why did the Normans want to invade Britain?)



- Who was William the Conqueror and how did he establish power and control? (Why did William build castles? How did deal with revolts from the Viking north? What was the Domesday book? Why did William introduce it?)



- Explain what the Bayeux Tapestry is. (What can we learn from the Bayeux Tapestry about the Norman Conquest?)



**Disciplinary Outcome 2:** Know that historians build a picture of the past using historical sources.

**Disciplinary Outcome 3:** Understand the significance of who/where sources come from.

**Disciplinary Outcome 5:** Understand how artefacts have helped historians to build a picture of the past.

resilience, monarch, Conquer, Hastings, castle, cavalry, feud, Bayeux tapestry, Domesday Book, revolt/rebellion, power, control, BC/AD, conflict, period, battle

**Key Figures:**  
William the Conqueror

# Marus Bridge SEND Toolkit for the Wider Curriculum



Non-Negotiable Adaptions  
(should be considered in **EVERY** lesson):

- 1) **Reduce** the amount of knowledge to be learnt (3-4 pieces maximum)
- 2) **Concentrate on the content**, not the task
- 3) Link to **prior-knowledge**
- 4) **Limit admin tasks** (avoid spending too much time on admin which may hinder cognitive load – such as cutting out or writing long WALTs)
- 5) **Model activities** (I do – we do- you do)
- 6) **Consider IEPs/EHCPs** (Ie – consider how a hands-on activity might affect those with sensory needs and adapt appropriately. Consider whether buff printing will be helpful)

## Possible Adaptions

(Select where appropriate for each subject/lesson):

<p style="text-align: center;"><b>Visual Aids</b></p> <p>Provide images to explain vocab/concepts rather than wordy definitions</p>	<p style="text-align: center;"><b>Key Vocabulary Banks</b></p> <p>Using vocab from the End Points, reduce the number and send some key vocab home, or rehearse in school.</p>	<p style="text-align: center;"><b>Continuous Provision</b></p> <p>Provide an alternative hands-on activity for the children to access.</p>	<p style="text-align: center;"><b>Pre-Teaching</b></p> <p>Could a member of staff/a volunteer give some input before the lesson?</p>
<p style="text-align: center;"><b>Mixed Ability Groups/Pairs</b></p> <p>Try to limit group size to 3 children to ensure that all children are actively involved. Give SEND children a specific role within the group.</p>	<p style="text-align: center;"><b>Print Longer WALTs</b></p> <p>Depending on individual needs, this may help some SEND children to reduce cognitive load.</p>	<p style="text-align: center;"><b>Adapted Knowledge Organiser</b></p> <p>Reduce the vocabulary and provide visuals.</p>	<p style="text-align: center;"><b>Differentiated Texts</b></p> <p>If using texts/books as the source of information, differentiate the text/book. Use online sources for this for workload</p>
<p style="text-align: center;"><b>Provide Additional Adult Support</b></p>	<p style="text-align: center;"><b>Provide Additional Brain Breaks</b></p>	<p style="text-align: center;"><b>Simplified Recording Methods</b></p> <p>Such as a reduced table in science, or a partially completed bar chart</p>	<p style="text-align: center;"><b>Differentiated Research Sources</b></p>
<p style="text-align: center;"><b>Consider Timings of Interventions</b></p> <p>Ensure that children do not miss a whole unit/input for intervention.</p>	<p style="text-align: center;"><b>Reduce Distractions</b></p> <p>(In a lesson such as music, would excess noise prevent children from engaging? Could they complete the lesson in a quieter spot?)</p>	<p style="text-align: center;"><b>Adapt the Apparatus</b></p> <p>Eg – provide larger equipment in PE etc...</p>	<p style="text-align: center;"><b>Individual Interests</b></p> <p>Tap into individual interests to help represent information. Eg – a child who loves drawing might make a picture to represent what they've learnt in History</p>

<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <h2 style="margin: 0;">The Marus Bridge 10</h2> <h3 style="margin: 0;">Features of Highly Effective Teaching and Learning</h3> </div>  </div>			
Pedagogy	Metacognition	Key Skills	Ethos, Relationships and Behaviour
<ul style="list-style-type: none"> <li>1) <a href="#"><u>Learning Sticks</u></a></li> <li>2) <a href="#"><u>Assessments Inform Teaching</u></a></li> <li>3) <a href="#"><u>Context is Key</u></a></li> <li>4) <a href="#"><u>Engaging and Enjoyable Lessons</u></a></li> </ul>	<ul style="list-style-type: none"> <li>5) <a href="#"><u>Teach the Children how to Learn</u></a></li> </ul>	<ul style="list-style-type: none"> <li>6) <a href="#"><u>Prioritise English &amp; Maths Skills</u></a></li> <li>7) <a href="#"><u>Extend Vocabulary</u></a></li> </ul>	<ul style="list-style-type: none"> <li>8) <a href="#"><u>Reciprocal Relationships and emotional intelligence</u></a></li> <li>9) <a href="#"><u>Positive and Prepared</u></a></li> <li>10) <a href="#"><u>Model Grit &amp; Determination</u></a></li> </ul>

Feature of Effective Teaching	<p style="text-align: center;"><b>What might this look like?</b></p> <p style="text-align: center;"><b>How is this achieved?</b></p>
<p>1. Learning Sticks</p>	<ul style="list-style-type: none"> <li>➤ <b>Daily Review</b> (Each lesson begins with a revision of relevant previous learning. Children actively engage in this process.)</li> <li>➤ <b>Use of down time</b> (Use tidy-up times etc... to give verbal reminders of previous learning. For example – go around the boards, low-stakes testing)</li> <li>➤ <b>Knowledge Organisers</b> (Use for all foundation subjects and refer back to it within each topic. KS2 should be encouraged to annotate and revise from these. ‘Knowledge Organiser Tickets’ are also useful to allow children to independently refer to these and retrieve information.)</li> <li>➤ <b>Morning work promotes recall</b> (Such as: fluent in 5, sentence work, SPAG work, End Point questions)</li> <li>➤ <b>Prior learning</b> (Quality time is spent reviewing elements of previous topics which link to new ones. Possibly a whole lesson. Eg – Recap Y3/4 Animals Including Humans before moving on to Y5 life cycles. Teachers should also look at the concepts/vocab they will teach and track back to see what they should already know which is relevant to support schema building)</li> <li>➤ <b>Models/key knowledge displayed on the WW</b> (Flip chart paper is used to keep a record of teaching to refer back to throughout the year. Models displayed in maths/English. Key knowledge displayed in foundation subject keeping in mind the content not task principle.)</li> <li>➤ <b>Feedback</b> (Most feedback is given verbally in lessons. Any feedback following the lesson is timely and actionable.)</li> <li>➤ <b>Visuals</b> (Where appropriate, visuals are used to aid recall. This could be in the form of concept mapping or photographs/videos.)</li> <li>➤ <b>I do, we do, you do</b> (Model and guide work and allow independence once the concept is fully understood.)</li> <li>➤ <b>Knowledge Review Week</b> (Brings old material back into the working memory. Focus on consolidation, not problem solving unless very securely already in the LTM.)</li> <li>➤ <b>Less is More</b> (Prioritise the End Points which have been carefully selected to support building schemas. Remember to book-end lessons and focus on key-takeaways at the end for retention.)</li> <li>➤ <b>Oracy</b></li> </ul>



	<p>(Think, pair, share is used. Chn are given the opportunities to discuss their learning and feedback. Every child talks in every lesson principle is followed)</p>
<p>2. Assessments inform teaching</p>	<ul style="list-style-type: none"> <li>➤ <b>Questioning</b> (Teachers know their pupils well and tailors their questioning to suit individual needs. Teachers pose questions before selecting a child to answer – repeating it 3 times.)</li> <li>➤ <b>Challenge</b> (Every child feels challenged, regardless of ability. Use Rosenshine’s 80% success rate as a guide.)</li> <li>➤ <b>Misconceptions</b> (Use whiteboards or shared practise to identify misconceptions before children work independently to avoid misconceptions being rehearsed and entering the long-term memory.)</li> <li>➤ <b>Prior Learning</b> (Build on from what the children already know and don’t hesitate to go back if there are gaps. In maths, groups should be fluid and change depending on prior learning for each individual topic. In foundation subjects, use colour coded vocabulary and end point strands to track back and revisit.)</li> <li>➤ <b>Fluid Groupings</b> (There is flexibility in grouping to account for children grasping a particular concept quicker than expected or visa-versa. Teacher change groupings lesson by lesson based on observation and marking.)</li> <li>➤ <b>Differentiation</b> (Individual needs are accounted for in ever lesson – either by outcome, models, questioning etc... Children with SEND have their needs met through liaising with the SENDCo and actioning any recommendations. Use SEND Toolkit for the foundation subjects.)</li> </ul>
<p>3. Context is Key</p>	<ul style="list-style-type: none"> <li>➤ <b>The Big Picture</b> (Teachers know the context of each topic in reference to the wider MB curriculum. They explicitly make links between current topics and topics from previous years. Substantive concepts identified within the End Point documents support this and colour-coded vocabulary. Teachers also make links to the wider world, such as current news etc...)</li> <li>➤ <b>Why are we learning this?</b> (Teachers communicate why a topic is important. How it links to our world and how it might help them in the future.)</li> <li>➤ <b>Build the Schema</b> (Through making links, children are able to organise the new information by linking it to things that they already know. This helps with sticky learning too!)</li> <li>➤ <b>Visuals (dual coding)</b> (When making links, visuals are used/revisited to aid recall.)</li> </ul>



<p>4. Engaging and Enjoyable</p>	<ul style="list-style-type: none"> <li>➤ <b>Awe and Wonder</b> (Children’s learning is enriched through a creative approach to our curriculum.)</li> <li>➤ <b>Excitement and Passion</b> (Teachers portray a genuine interest in every subject area which is tangible to the children. Unique and creative ‘hooks’ are frequently used to excite and motivate pupils.)</li> <li>➤ <b>Shared Practice</b> (Children use whiteboards/talking partners/books to actively engage with adult-led teaching. They are as busy as we are – if not more so. This leads on to independent practice once understood.)</li> <li>➤ <b>Peer/Group work</b> (Children are regularly given the opportunity to feedback, discuss and collaborate with one another.)</li> <li>➤ <b>Hands on working</b> (Children are given every opportunity to ‘have a go’ and put their knowledge into practice [note – the knowledge MUST come first])</li> <li>➤ <b>Enrichment</b> (Children’s learning is enriched through access to co-curricular trips, clubs, visitors to school and engaging with the wider community.)</li> </ul>
<p>5. Teach them how to Learn</p>	<ul style="list-style-type: none"> <li>➤ <b>Children Know their Personal Targets</b> (Where appropriate, children select their level of challenge with understanding of their own ability. They can discuss their strengths and areas they need to work on.)</li> <li>➤ <b>Thought Tracking</b> (Teachers give a verbal narrative of their thought process when modelling work. Children are also encouraged to give the same verbal narratives to their partners/ the teacher when circulating.)</li> <li>➤ <b>Independence</b> (Children are encouraged to access resources and support independently.)</li> <li>➤ <b>Self and peer-assessment</b> (Steps to success are used – particularly in writing. Children also collaborate in lessons to support one another’s learning.)</li> <li>➤ <b>Note taking/mind mapping</b> (Children are exposed to a range of different study skills and are encouraged to use them independently. Allow children to elaborate and organise their learning themselves.)</li> </ul>



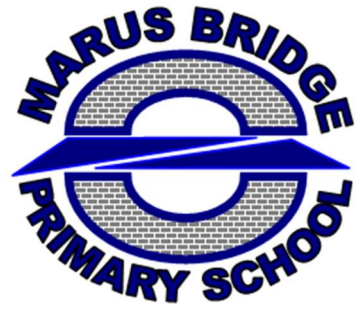
**Y4 History Formative Assessment Sheet**

	PKS	WTS	Expected
The Egyptians			Rest of Class
The Dark Ages			Rest of Class
The Normans			Rest of Class

History Gifted and Talented	
Name:	Specific area of talent:



LEARN  
ENJOY  
ACHIEVE



Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.



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