Radford Academy
A L.E.A.D. Academy

Radford Academy

Geography

Curriculum

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Geography at Radford Academy

Vision

At Radford Academy School, we believe that it has never been more important for pupils to have a comprehensive global understanding and knowledge of the world and the people and cultures that inhabit it. Through understanding geography and the complexity of our planet, we believe that our pupils will develop respect for the physical environment and the diverse range of cultures and beliefs that make up our world. Our pupils will be self-aware of the impact they can have on our planet.

Our Geography curriculum allows pupils to build resilience and become problem solvers. We want our pupils to be inquisitive about the world, open-minded and also responsible for the actions and choices they make.

We aim to foster understanding, curiosity and fascination about the world and its people through the planned curriculum and through opportunities that arise throughout the year as detailed below.

- Learn about the countries of new children to the school as the cohort diversifies (unity)
- Read stories and learn songs from other countries and cultures (unity)
- Discuss world news items as they arise (responsibility)
- Be active citizens and take part in local and global (charity) work and sustainability projects (responsibility and generosity)

Intent

At Radford Academy, we deliver a stimulating and ambitious Geography curriculum that nurtures pupils' curiosity about the world and the people within it. We aim to develop a lasting interest in different places, environments and cultures, encouraging students to appreciate the diversity and complexity of the world around them.

Through the study of a wide range of locations and geographical themes, pupils develop an understanding of how physical and human landscapes are shaped, how people interact with their environments, and how societies, economies and environments are connected on both a local and global scale. Our curriculum also promotes awareness of important environmental issues, including climate change and challenges affecting our local community.

We strive to equip pupils with a secure foundation of geographical knowledge, understanding and practical skills. As our students come from a diverse range of backgrounds and communities, we begin by developing a strong understanding of the school environment and the local area. As pupils progress through the curriculum, they explore regions and places further afield, including those with historical and contemporary significance. We recognise and value the rich global links within our school community and use these experiences to enrich learning, celebrate diversity and broaden pupils' perspectives of the wider world.

Substantive Knowledge-

Substantive knowledge (knowing that) in primary geography refers to conceptual knowledge - fundamentally the content and facts that students should acquire in the study of geography at primary school level. It involves understanding basic concepts, information, and skills related to geography.

Conceptual knowledge is made up of.

- Locational knowledge Positioning systems, name and locate locations
- Place knowledge Connection of location and physical/human geography processes with personal experience
- Human and Physical Geography e.g. environmental, migration, plate tectonics, climate change
- Geographical skills and fieldwork e.g. using maps, globes, aerial phots, collecting first-hand experience

Conceptual knowledge provides the foundation for further learning in the subject. It helps pupils build an understanding of the world around them and lays the groundwork for more advanced geographical concepts in later education.

Disciplinary Knowledge-

Disciplinary knowledge (knowing how) in primary geography refers to procedural knowledge - the ways of thinking that are specific to the field of geography. The curriculum is designed for pupils to see that geography is a dynamic subject where thinking and viewpoints change.

It involves the development of a deeper understanding of the discipline, going beyond the basic facts and information (conceptual knowledge) to encompass the tools and approaches used by geographers to study and analyse an ever-changing world.

In geography we aim to allow children to consider modern day factors and associated processes and their implications for the future. For example, current human migration as a result of conflict, climate change and socio-economic factors.

Incorporating procedural knowledge in primary geography helps pupils develop a broader set of skills that are applicable not only in geography but also in other areas of study and in real-world contexts. It lays the foundation for more advanced geographical concepts and methods as pupil's progress through their education.

Implementation

Roles and Responsibilities

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the geography curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The appropriate amount of time is provided for teaching the required elements of the geography curriculum and is reviewed by the governing body
- The school's procedures for the assessment of geography meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the geography curriculum.
- The governing body is advised on whole-school targets for geography in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with special educational needs

The geography subject leader, will:

- Provide professional leadership and management and ensure staff knowledge of certain geography concepts is up to date.
- Ensure the taught geography curriculum is engaging, age appropriate, challenges all pupils and meets the curriculum aims
- Secure high-quality teaching of the geography curriculum -including the quality of the medium- and long-term plans
- Secure geography curriculum through the effective use of resources
- Improve standards of learning and achievement for all pupils in the geography curriculum
- Promote geography across the school,
- Ensure that this policy is adhered to

Teachers will adhere to this policy and make sure the geography curriculum they provide is commensurate with the aims of this policy

Lesson design

The lesson design should be demonstrated as follows.

- Start the unit introducing the composite question referred to in lessons as 'The Big Question'.
- The first lesson of the sequence will focus on reigniting learning from a previous year group.
- Subsequent lessons will focus on series of enquiry questions which will build towards answering the composite question. These will be delivered using the agreed lesson design format: Link it, discover it, Think together, practice, apply, revisit.
- The last lesson will be where the children answer the composite question

Inclusion

1) Teachers set high expectations for all pupils. They will use appropriate assessments to set ambitious targets and plan challenging work for pupils of all abilities, including:

    - More able pupils
    - Pupils with low prior attainment
    - Pupils from disadvantaged backgrounds
    - Pupils with SEN
    - Pupils with English as an additional language (EAL)

    a) Teachers will plan lessons so that pupils with SEN and/or disabilities can study every aspect of the history curriculum, wherever possible, and ensure that there are no barriers to every pupil achieving.
    b) Teachers will also take into account of the needs of EAL children. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to use IT to support pupils to take part in all subjects.
    c) For further information see our 'SEN' policy.

Impact

At Radford Academy, our pupils will have:

- Developed a strong understanding of their local area and the wider world.
- Become curious and reflective learners who can make connections between people, places and environments.
- Gained secure geographical knowledge and skills, including map work, fieldwork and data interpretation.
- Developed an understanding of environmental issues, including climate change and sustainability.
- Increased their cultural awareness and appreciation of diverse communities and environments.
- Built a rich geographical vocabulary to confidently communicate their understanding.
- Enhanced their cultural capital through enrichment opportunities such as fieldwork, workshops and educational visits.
- Developed high aspirations and an awareness of careers and opportunities linked to Geography.

How are our school values visible in our Geography Curriculum



Children at Radford Academy are taught belonging through the geography curriculum by:

- Helping them understand their place within the local community and the wider world.
- Celebrating the diverse cultures, backgrounds and experiences within our school community.
- Encouraging respect, inclusion and a sense of connection to others.



Children at Radford Academy are taught curiosity through the geography curriculum by:

- Encouraging pupils to ask questions, explore different places and investigate the world around them.
- Through enquiry, fieldwork and the study of diverse environments and cultures, pupils develop a deeper interest and fascination in how the world works.



Children at Radford Academy are taught Aspiration through the geography curriculum by:

- Encouraging pupils to think critically about the world and their future within it.
- Through studying global issues, environments and communities, pupils develop ambition, broaden their horizons and gain an awareness of future opportunities and careers linked to Geography.



Children at Radford Academy are taught Interaction through the geography curriculum by:

- Providing opportunities for oracy and partner talk including through discussion, debates and presentations.
- The use of enquiry questions helps the children to engage with a history topic by asking and answering questions about a source.
- Providing stem sentences and subject-specific vocabulary to help structure arguments and discussions.



Children at Radford Academy are taught Self- disciple through the geography curriculum by:

- The children engaging with enquiry questions and being able to manage their own critical thinking and tackle complex problems.
- When completing tasks and answering the composite question the children will need to manage what they include in their response.
- They will also need to manage their time effectively when completing tasks.
- Ensuring that learning behaviours are in line with the Behaviour Curriculum/ Pedagogy Policy
- Through fieldwork, research and problem-solving activities, pupils develop responsibility, perseverance and pride in their learning.

Whole School Geography Progression

Concept		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills	Keys and symbols		• Use basic symbols in a key	• Use and construct basic symbols in a key • Recognise and identify basic OS symbols	• Use keys to build knowledge/research • Start to understand complex keys e.g. size of symbol for quantity • Start to understand contour lines	• Use complex keys to build knowledge e.g. making quantitative estimates based on size of symbol • Understand contour lines	• Start to create complex keys using mathematical concepts e.g. size of symbol for quantity	• Create complex keys
	Read maps	• Takes a personal interest in maps and globes asking questions to extend knowledge.	• Follow a simple map (e.g. buildings, roads, fields, or use one for a treasure hunt in the school grounds)		• Use maps (atlases, and globes) to locate and to start to describe features	• Use the contents and index of an atlas • Usual oblique and aerial views	• Use maps and atlases, globes and digital/computer mapping to locate and describe features	• Explain how types of map give different perspectives/show prejudice (e.g. Peters projection
				• Use simple grid references to locate squares on a map (e.g. A1, D7)	• Use four figure grid references to build knowledge (i.e. research)	• Start to use six figure grid reference	• Use six figure grid references to build knowledge	
		•Knows there are locations beyond their own and that these are represented in different ways.			• Work out simple distances from a map (e.g. aerial distance, or along a straight road)	• Use a scale to reasonably estimate distances (e.g. along road/waterways)	• Relate differently scaled maps to each other	
						• Start to explain ideas using a thematic map for reference	• Explain ideas using a thematic map for reference	• Confidently use distribution/thematic maps to illustrate an idea or discussion

Concept		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Draw maps/plans	• Knows features of their own environment- draws simple map	• Trace around simple map shapes to reproduce symbols	• Devise a simple map (e.g. sketch map of places in stories, school grounds	• Create a sketch map e.g. of a short route, or a building plan with simple symbols	• Draw a map or plan from a description	• Start to draw thematic maps	• Design and draw distribution/thematic maps
		• Knows some features of a different environment and what makes it different - creates own map of imaginary location using tree, sea, sand etc.			• Start to draw to scale (positive integer scaling and simple correspondence – from maths national curriculum)	• Create a scale-bar • Draw cross-sections (harder integer correspondence from maths national curriculum)	• Create a map from FW measurements • Scared by simple fractions (maths NC)	
	Digital maps	• Knows the basic colour key on a globe; blue is the sea, green and brown is the land and white is snow.	• With support, do a simple location or a postcode search online	• Use digital technologies: zoom in/out on a map	• Start measuring distance on digital maps • 'Zoom' for a purpose and explain the scale	• Accurately measure distance, including non-linear distances	• Use linear and area measuring tools	• Use linear and area measuring tools accurately
				• Begin to highlight and annotate digital maps	• Annotate digital maps with text/labels	• Annotate digital maps with markers, text, photographs, hyperlinks etc • Use digital maps for a purpose (e.g. select, 'screen grab' and paste into a word processing software)	• Start to use digital maps (and selections from them) at different skills, to illustrate a point	• Use careful selections from digital maps to illustrate points verbally (e.g. with PowerPoint) or in written form (e.g. word)

Concept		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Charts & graphs (from		• Tallies and simple tables	• Picture grams, tally charts, block diagrams, simple tables	• Bar charts (e.g. not blocks) • Use more complex tables	• Time graphs 'and other graphs' • Use discrete and continuous data	• Complete and interpret tables, including timetables	• Read, interpret and use pie charts and line graphs. • Calculate the mean
	Use images		• Explain the difference between image types e.g. photo, drawing	• Start to understand the purpose of different image types • Use aerial photographs and plan perspectives to recognise landmarks and basic features	• Understand and explain the reliability/purpose of different picture types (including historical silhouettes and lithographs – linked to science 'light' topic)	• Compare the context and purpose (reliability) of different photographs	• Use digital technologies to alter photos/images and explain the impact (e.g. reliability)	• Carefully select images for a purpose (e.g. as evidence or to sure reliability)
			• Use photographs (including aerial photos) to recognise basic features (e.g. school on satellite view)			• Use digital technologies to alter photos/images		
Fieldwork and practical skills	Use a compass		• Use NSEW for simple navigation e.g. in a rectilinear maze in the playground	• Use NSEW to describe locations and routes on a map	• Start to use eight points of the compass and link magnets and poles (science)	• Confidently use eight points of the compass	• Convert between eight compass points and azimuth bearings	• Show awareness of the 16 point compass rose, and compass quadrant bearings
			• Describe position, direction and movement (from maths NC)		• Start to use idea of degrees to measure turns (from maths NC)	• Use concepts of acute/obtuse angles, i.e. increasingly understanding turns (from maths NC)	• Draw angles up to 360° (from maths NC)	•

Concept		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Observe/measure		• Begin to use first-hand observation using senses (e.g. qualitative comments, or measurements in non-standard units)	• Use first-hand observations, e.g. qualitative comments and starting to measure in standard units)	• Start to evaluate observations, and compare them with others	• Evaluate own observations and compare them with others		•
					• Start to estimate the length and distance	• Make reasonable estimations of length and distance • Start to estimate mass capacity and angle	• Estimate length, distance, mass, capacity, angle. • Start to estimate temperature and area	• Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature •
			• Measure to nearest 10 cm, e.g. with meter stick painted in 5 cm blocks	• Measure to new centimetre and gram • Use and litres and degrees C for temperature	• Measure to nearest mm, nearest 10 ml and 45° angle. Convert between units example metres to centimetres (from maths NC)	• Start to understand inches and miles, stone and pounds, Fahrenheit	• Measure angle to the nearest degree. • Use approximate equivalences between metric and imperial (from maths and C)	• Fluency with converting units, including between metric and imperial (from maths and C)
					• Start to understand the concept of area (from maths and C)	• Understand the concept of area (from maths in NC)	• Calculate area, start to understand volume (from Mass in C)	• Calculate area and volume (from maths NC)
				• Skills in divisions of ones, twos, fives, tens where the numbers are given (from maths NC)	• Use scales in ones, twos, fives and tens were numbers may be missing (from maths NC)	• Use more complex skills where some numbers may be missing (from maths NC)		

Concept		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Locate (See		• Use simple locational language to describe (e.g. near far, NSEW – see below)	• Use simple location language (e.g. secure use of left/Right from own perspective)	• Secure use of left and right from any perspective (e.g. with an upside-down map)			
	Record		• Make simple recordings e.g. lists, tallies and simple tables where the template is	• Make more sophisticated recordings e.g. frequency tables	• Take simple notes i.e. using abbreviations, deliberate misuse of grammar etc. • Use sketch maps, tables, jotted diagrams, subdivided lists etc	• Take quantitative and qualitative notes about observations. • Start to include continuous data. • Make simple calculations while in the field.	• Start to group observations and collected data while in the field, into complex tables, diagrams and flowcharts	• Group and re-draft observations in the field, into useful formats like tables, diagrams, flowchart, sketches, jotted graphs. • Make calculations in the field e.g. mean averages **(**

Concept	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	**Place:** home, school, park, road, town **Position & Direction**: near, far, next to, behind, left, right **Maps & Journeys**: map, route, journey **Weather & Seasons**: weather, rain, sun, wind, snow, hot, cold **Human & Physical** Features: house, shop, road, river **Communities & World**: country, world	• Map and compass point directions North South East West • Left, right, near, far, up, down, further, high(er), underneath centre, (quarter/half) turn, (anti-–) clockwise, position, direction (from Matt NC). • See, sight, smell, hear, etc (from the science NC)	• Atlas, key, symbol scale, environment, surroundings. • Beyond. • Contains, further, furthest, higher, lower, route map, plan.	• Atlas, globe, grid reference, NE, SE, SW, NW, area, contour, (square miles etc) • Population. • Parallel, coordinates, easting, northing, degrees, acute and obtuse angle (from maths NC)	• Sort, classify, property. • Base, spherical, cylindrical (and other 3-D shapes for FW description) concave, convex, symmetrical, reflect, construct, sketch, protractor, translation, rotation, survey, questionnaire, interpret (From maths NC)	• Diagonal, protractor, reflex angle, rotation, symmetry (from maths NC)	• NNE, ENE, ESE, etc (16 point compass rose isn't official at primary). • Radius, diameter, circumference, concentric, arc, intersecting plane, cross-section, (for FW descriptions from maths NC)

Whole School coverage document

Key Stage One				
Subject Content from the Programme of Study	**What are our geographical themes or unit titles?** (Content may be split between themes or units)	**When are pupils being taught this?**	**Links with other subjects**	**Opportunities for pupils to apply basic skills**
Pupils should be taught to name and locate the world's seven continents and five oceans.	Continents and Oceans	Year 2 Autumn 1		Writing Music (Continents song)
Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	United Kingdom	Year 1 Summer 2	English History	Writing Historical landmarks
Pupils should be taught to 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.	Kenya	Year 2 Spring 1	English	Writing
Pupils should be taught to 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.	Weather and climate Hot and cold places	Year 1 Spring Year 2 Summer 1	Science English	Seasons Writing

Pupils should be taught to 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.	Kenya	Year 2 Spring 1		
Key Stage One (cont.)				
Subject Content from the Programme of Study	**What are our geographical themes or unit titles?** (Content may be split between themes or units)	**When are pupils being taught this?**	**Links with other subjects**	**Opportunities for pupils to apply basic skills**
Pupils should be taught to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Kenya	Year 2 Spring 1	English	Writing
Pupils should be taught to 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.	United Kingdom Continents and Oceans	Year 1 Summer 2 Year 2 Autumn 1		
Pupils should be taught to 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.	United Kingdom/ Local area Kenya	Year 1 Summer 2 Year 2 Spring 1		
Curriculum enrichment (trips, visitors, themed events etc.) Year 1 – local area fieldwork trip				

Key Stage Two				
Subject Content from the Programme of Study	**What are our geographical themes or unit titles?** (Content may be split between themes or units)	**When are pupils being taught this?**	**Links with other subjects**	**Opportunities for pupils to apply basic skills**
Pupils should be taught to 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	Year 5 Spring 1	History – WW2	
Pupils should be taught to 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.	United Kingdom	Year 6 Spring 1	History	Historical landmarks
Pupils should be taught to 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)	South America and Brazil Climate zones	Year 3 Summer 1 Year 5 Autumn 1	Science	Earth and Space topic
Pupils should be taught to 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.	South America and Brazil Europe United Kingdom	Year 3 Summer 1 Year 5 Spring 1 Year 6 Spring 1		

Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Volcanoes and Earthquakes Rainforests Rivers Climate Zones	Year 3 Spring 1 Year 4 Summer 2 Year 4 Autumn 2 Year 5 Autumn 1	Science	Water cycle

Key Stage Two (cont.)

Subject Content from the Programme of Study	**What are our geographical themes or unit titles?** (Content may be split between themes or units)	**When are pupils being taught this?**	**Links with other subjects**	**Opportunities for pupils to apply basic skills**
Pupils should be taught to describe and understand key aspects of 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.	United Kingdom	Year 6 Spring 1	English	Writing
Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	All topics lend themselves well to map and atlas work including digital mapping.	All year groups.		
Pupils should be taught to 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.	Local Area study	Year 4 Summer 1 Year 6 Summer 2	Maths	Interpreting and creating graphs
Pupils should be taught to 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.	Local Area study	Year 4 Summer 1 Year 6 Summer 2	Maths	Interpreting and creating graphs

Curriculum enrichment (trips, visitors, themed events etc.)

Field work in year 4 and year 6.
Children work closely with local councilors on matters concerning our local area – citizenship work.

Foundation Stage Overview

The Foundations for Learning History in the Early Years

Foundation	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Topic title	**All about me/ Local Area**		**Traditional tales/Chinese new year**		**Life Cycles**	
Link to Geography Key Concept (ELG)	People, culture and communities		People, culture and communities		The natural world	
Sticky knowledge	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps **(School tour/local area – local shop visit)** • 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. **(local area/ Where in the world are our families from)** • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter**.** **(seasons tree)**		• 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. **(Chinese new year/ life in China v England)** • 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. **(Chinese new year/ life in China v England/ story maps)** • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter**.** **(seasons tree)**		• Explore the natural world around them, making observations and drawing pictures of animals and plants. **(Seasons tree, growing plants/minibeasts in our area)** • 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. **(Seasons tree, growing plants/minibeasts in our area)** • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter**.** **(seasons tree)**	
	• Celebrations- birthdays/ Chinese new year					
Link to KS1 Key Concepts	Year 1 – local area Year 1 – weather and climate		Year 2 - Kenya			

Vocabulary	**Place**: home, school, park, road, town **Position & Direction:** near, far, next to, behind, left, right **Maps & Journeys:** map, route, journey **Weather & Seasons**: weather, rain, sun, wind, snow, hot, cold **Human & Physical Features**: house, shop, road, river **Communities & World:** country, world	**Weather & Seasons**: weather, rain, sun, wind, snow, hot, cold **Communities & World:** country, world **Maps & Journeys:** map, route, journey **Position & Direction:** near, far, next to, behind, left,	**Natural World**: tree, plant, river, hill **Weather & Seasons**: weather, rain, sun, wind, snow, hot, cold **Position & Direction:** near, far, next to, behind, left, right

How do we assess in Primary Geography

During the lesson sequence

The lesson design sequence enables teachers to assess the children's understanding at 3 planned points. Although teacher assessment will be continuous through observing the children engaging with the content taught.

- The first point of assessment is during the link it activity. The link it activity will focus on previous content and will link to one of the golden threads of knowledge to ensure that the children have understood previous content. (If it is clear the majority of children have not retained previous content then their will need to be some teaching to bridge the gap- If only a few children have retained this will be addressed in the lesson and these children will become the focus children).
- The second point of assessment will come after the practice it stage of the lesson- The children will be given two questions that they will need to answer. This can be in the form of a kahoot quiz or through the use of the whiteboards. (If the majority of children do not answer the questions correctly they will remain and the main teaching points will be reviewed again. If only a small number are unsuccessful they will remain in the carpet and receive additional support from the teacher).
- The final assessment point will be during the review it stage. There will be two questions which can be in the form of a quiz or diagnostic question to address which children have understood the lesson. Names will be recorded of those who were unsuccessful and these children will receive and additional pre teach before the next lesson in the sequence.

After the unit

At the end of the unit the children will independently answer the composite question introduced at the start of the unit. Teachers will assess the content for historical accuracy and then award the final grade which will be recorded on DCPro. Names of children who have not achieved ARE will be recorded on a separate sheet.