

Curriculum Assessment



At West Meadows, our curriculum content is underpinned by our core drivers of language, possibilities and diversity. Our syllabus is designed to cater for the needs of our children in the modern world, and we achieve this through the delivery of a knowledge-rich curriculum.

The delivery of our curriculum is underpinned by educational research into how children learn and retain knowledge, and our assessment system is carefully designed to evaluate children’s general knowledge of the subject taught as well as the depth of their understanding around it.

Formative Assessment

Day-to-day, teachers assess the needs of the children through various AFL techniques. Each lesson begins with a ‘Memory Check’ – the practice of recalling previous learning – to assess what the children have remembered from their previous learning. Children are encouraged to recall learning from previous lessons, weeks and even years.

Memory Check!



Create your own knowledge quiz for a friend.

Write three questions and give your book to your partner to answer them.

When you get your book back, mark your partner's work!

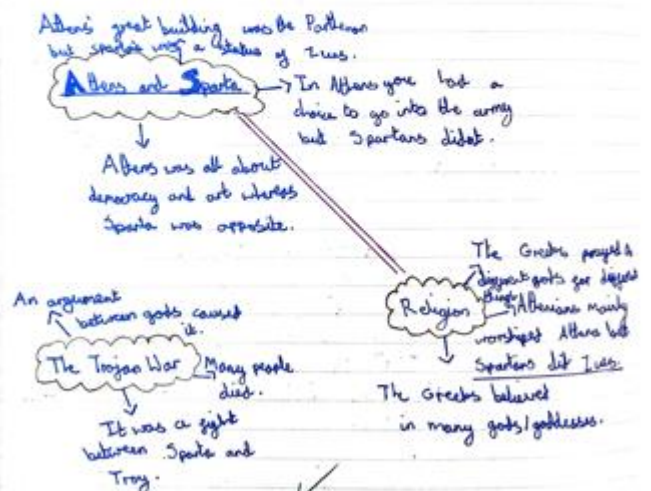
- Q1) Which empire decided to attack the Athens?
- Q2) Which city state were the "Trojans" in?
- Q3) What was Athens' strong point and what was Sparta's strong point?
- 3/3
- 1) The Persian empire attacked Athens. ✓
 - 2) Troy ✓
 - 3) Athens strong point is art, literature, poetry and science. Sparta's strong point was fighting and war. ✓
- Well done! ✓

Memory Check!



Knowledge Collection!

You have 10 minutes to write down as much as you can remember about your learning on Ancient Greece.



Throughout the lesson, teachers regularly assess children's understanding through various methods: questioning, quizzing, live feedback/marking during learning, peer and self-assessment, among many others. Teachers continually assess the needs of the pupils, considering their prior learning and progress so that they can effectively plan for the next steps in pupil learning. Topics are well sequenced and designed so that children can build up knowledge in a logical manner.

Teachers embed the key vocabulary and concepts needed for a topic through explicit teaching of language. Topic-specific language is gathered through **Glossaries**, which children add to every lesson. A minimum of two words are added every lesson to enhance children's topic-related vocabulary. In addition to this, **Key Concepts** are taught so that children can build up a repertoire of broader, subject-specific words that they can carry forward to the next stage of their learning. Concepts such as 'agriculture', 'democracy', 'tax', which appear frequently throughout the school curriculum, are taught and subsequently embedded through regular retrieval practice activities such as Memory Checks.

Key Concept

Agriculture



Agriculture is another word for farming. This includes a multitude of resources that we may use

on a daily basis. Things such as: growing crops or vegetables to eat; harvesting them; providing us with dairy, meat, eggs and others. As well as that, agriculture provides us with materials that we use as clothing or any other item that requires materials such as: wool; fur; leather and more.

Memory Check!



Why was the agricultural revolution so important?

It was when they began to settle down and build villages, they also didn't have to hunt for food. It was when farming had begun and clothes were made. Language was also developed since they were settled.

Glossary

- Polis - A 'city state': a small area of ancient Greece with its own laws and ways of life.
- Athens - one of the two main city states ruled by democracy.
- Sparta - one of the two main city states ruled by a monarch.
- Democracy - rule by the people.
- Parliament - where the people vote for meet for discuss and debate.
- Marathon - The city state where the battle between Greece and Persia took place.
- Pheidippides - The Greek messenger who delivered the news of Greece's victory.

Lessons often end with an 'Exit Ticket', where appropriate, to assess children's understanding and confidence of their short-term learning before moving on to the next stage.

Summative Assessment

The knowledge of our children is assessed through two main channels: pre and post-topic quizzes, and essay questions.

Pre and Post-Topic Quizzes

At the start of a unit, children are given a short quiz of approximately 10 questions to assess their base understanding and general knowledge of the topic. Children are then given the

test again at the end of the unit to demonstrate the progress they have made throughout the topic.

1. Which word is not similar in meaning to raid? 1 point

A.ransack

B.maraud

C.Invade

D.migrate

Other: _____

2. What was the name of the area in Britain, where the Vikings could live by their law and customs. 1 point

A.Scandinavia

B.Iceland

C.Danelaw

D.Scotland

Essay Questions

At the end of a unit of learning, children are given the opportunity to demonstrate their deep understanding of a topic by answering an Essay Question designed to prompt the children to explain and think carefully about what they have learned.

Examples include:

- How did the Ancient Greeks influence the modern world? (History, Year 6)
- What is the legacy of the Romans in Britain? (History, Year 5)
- What is the impact of deforestation on the world? (Geography, Year 4)
- Explain what life was like in Ancient Egypt. (History, Year 3)
- The Titanic should not have sunk because... (History, Year 2)
- How is Barnsley different to the coast? (Geography, Year 1)

These questions enable children to explain the impact of their topics on the wider world, and to make links between different eras, subjects and locations throughout the globe. Effective answers to the above questions will demonstrate that a child has not just remembered their learning, but is able to explain and apply their knowledge in context while acknowledging the importance of the topic to our modern world.

Yellow	T	TA	(IND)
History			
Date: 19/05/21			
WALT: Understand life in the Stone Age			
	Pupil	Teacher	
	✓	✓	

Look at the quote below:

Life was very challenging and dangerous in the Stone Age.

Do you agree with this statement? Explain your answer with reference to the threats and assets faced by Stone Age humans.

I do not concur with this statement. I think this because, if you were to weigh out the assets and threats of the Stone Age, it would be that assets are a lot more. Firstly, since the resources are great, there would be more useful things such as more breedable berries and wild animals to hunt and eat. However, these can also come with a mild threat. My reasoning behind this is that not all berries are exactly safe to eat. Some examples of these are: ~~some~~ toxic berries, moulded berries and poisonous berries. As well as that, wild animals are, without a moment of doubt, very uncertain and can be highly dangerous at times which puts humans in an unsafe place. However, despite that, I still believe that they would be more an asset, rather than a threat. There are many other assets that do not have as much threats, however, such as: caves; gloves and plants; animal hide (skin of an animal); fish; trees; rocks/boulders or stones and fires. The reason why all of these objects are assets are because they all bring no chance of harm and can all be used as an advantage to their survival. For example, animal skin is a pure advantage to them because it can be used for extremely important items such as: clothes, or sacks for carrying their items from place to place as they were all

nomadic - meaning that they are always on the move. Another example of why they are assets is the trees and they are certainly the most important out of all as the trees are the very reason why we are alive. They provide us with oxygen and some shelter from weather and materials for survival. This is why I do not agree with the statement: "Life was very challenging and dangerous in the Stone Age."

Extend Your Thinking!



What do you think the main differences are between modern life and life in the Stone Age?

* Please answer the above question.

The differences between modern life and life now is that; people during the Stone Age were nomadic. This meaning that they were always moving from country to country. However, now, we settle down in our homes and stay mainly in the country born in. As well as that, people during the Stone Age used to be hunter gatherers. Nowadays, we don't usually hunt for our food and we mostly get resources from farms.