

How We Teach at Aldersbrook



Small Steps

- Learning in small steps allowed us to...
- By understanding each step fully, I was able to...
- Breaking tasks into small steps helped me to...



Focused thinking

- My teacher's questions helped me think about...
- Thinking hard helped me...
- My teacher asked a question and then I...



Learning at Aldersbrook

Recap

- Recapping the lesson helped me to remember...
- By reviewing the lesson, I understood...
- When we recapped, I was able to remember...



Modelling

- My teacher showed me...
- I watched my teacher and then I...
- My teacher's example helped me...



Meaningful

- The lesson was important because...
- My learning links to...
- I can use my learning to...



Excellent progress

- I made excellent progress because I...
- I could see my progress when I...
- My work improved as I...



Practise

- Practising these skills allowed me to...
- With more practise, I was able to...
- Practising helped me improve by...



Assessment

- Assessment showed me that I needed to...
- Through assessment, I realised I could...
- Feedback helped me to...



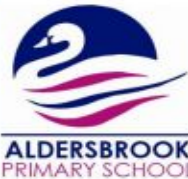
Feedback

- Feedback showed me that I needed to...
- Feedback helped me to...
- Through feedback, I understood how to...



Adaptations

- The lesson was adapted so I could...
- With the adaptations, I was able to...
- I was able to help myself by...



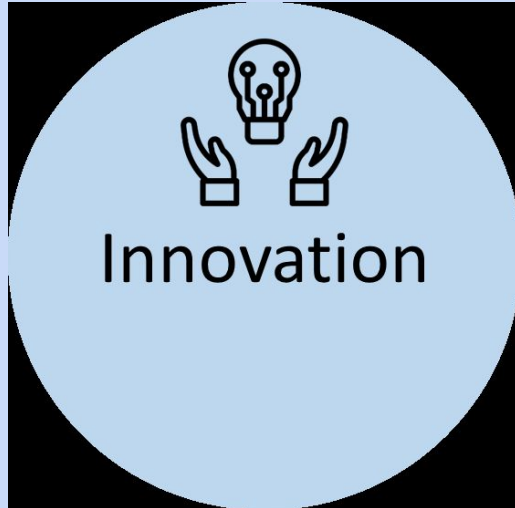
ALDERSBROOK
PRIMARY SCHOOL

In every classroom you will find one of these.

This is based on the Rosenshine principles and this is what we expect to see in a lesson or series of lessons.



Our key concepts



How did the Romans change
Britain?

Year 4 History

Mechanical Systems-
Slingshot Cars
Year 4 DT

How can technology help
me?

Year 1 Computing



Why did the Great Fire burn down
so many more houses than all the
other fires at that time?

Year 2 History

To describe everyday
materials and what they are
used for.

Year 1 Science

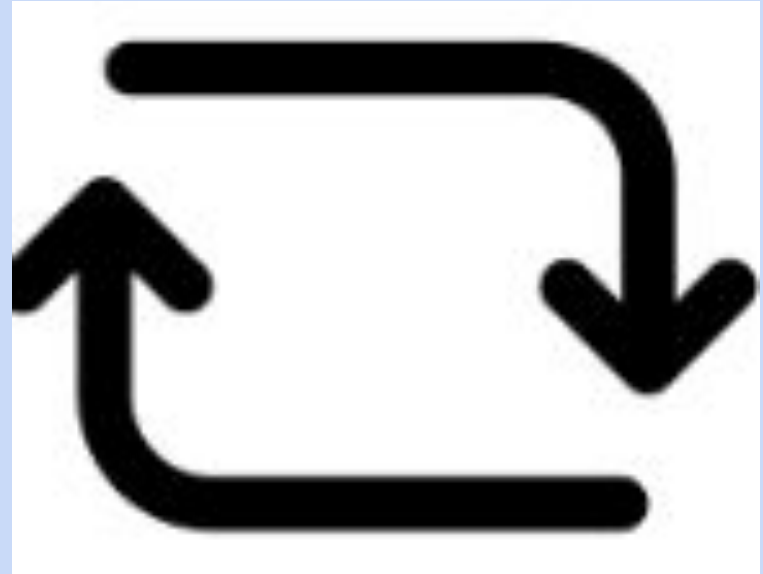
Explore the effects of forces
on everyday objects.

Year 5 Science

How did technology change
in Britain from Stone Age to
the Iron Age?

Year 3 History

Visual prompts



End points

Ultimately our end points come from the National Curriculum.

However they are so broad, it gives us the opportunity to make the children's learning real and meaningful in order to meet the statements.

This year we have refined how we sequence lessons.

Sequencing

Lesson	Learning Objectives	Learning Links
1	To understand what the economy is.	Different industries studied in history such as farming in the Ancient Egyptians, the bakers in the Great Fire of London and the production of toys.
2	To understand what trade is and its importance.	link to the previous lesson. Using atlases and globes to identify that global means countries within the world.
3	To know what the UK trade.	Link with Year 1 and the countries of the UK. Link back to the previous lesson for what trade is.
4	To understand the geographical features of El Salvador.	Link back to the children's learning on continents in EYFS and Year 2. Linking back to the equator and the climate.
5	To explain the trade links with El Salvador and the UK.	link to settlements studied previously and reasons for this such as living near the Nile due to the rich soil for farming.
6	To understand the importance of fair trade.	The equator and tropic of Cancer in Lesson 3 and how the climate in these countries influences the production of these goods. Map work from locating the Amazon and Egypt.



Knowing more, remembering more

Learning objective linked to NC, knowledge and suggested outcomes

Key knowledge that needs to be covered within lessons in order for pupil to meet the L.O. and therefore the NC.

Suggested outcomes ensure children have an opportunity to demonstrate the knowledge learnt.

	LO	National Curriculum	What children need to know	Suggested outcomes	Adaptations
Lesson 4	To understand the geographical features of El Salvador.	Locate the world's countries, using maps to focus on Europe and North and South America	<ul style="list-style-type: none"> • Locate El Salvador on a world map. • Know that El Salvador is in Central America but is in the continent of North America. • El Salvador is located between the equator and the Tropic of Cancer. • The climate is hot and humid with very heavy rainfall at times. <p>Learning links: Link back to the children's learning on continents in EYFS and Year 2. Linking back to the equator and the climate.</p> <p>Key vocabulary: continent of North America, Central America, El Salvador, geographical features, Tropic of Cancer, equator, climate.</p>	<p>Using an atlas, locate El Salvador, the equator and the Tropic of Cancer.</p> <p>Look at the topographical map of El Salvador. What does it tell you about the likely landscape in this area?</p> <p>Use google maps to look at the physical geography, identifying there are some very mountainous areas and coastal plains.</p>	<p>Provide a map with a key to identify geographical features.</p> <p>Children to identify the physical features.</p>

National Curriculum statements that link to L.O. and knowledge. NC has carefully be plotted to ensure full coverage.

Learning Links are always in green and you may see key knowledge also written in green to indicate previous learning. Links can be made to previous units, lessons within units or even other subject. These links need to be explicitly referenced in lessons.

Suggested adaptations to ensure all children can gain the **same** knowledge and meet the L.O.

Which one do you prefer?

What happened between the Romans leaving and the Vikings invading?

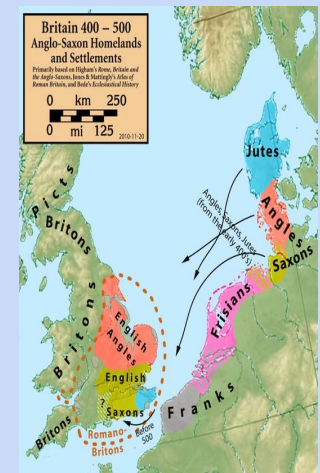
The last Roman soldiers left Britain in 410. New people came in ships across the North Sea - the Anglo-Saxons. The Anglo-Saxon age in Britain was from around AD410 to 1066.

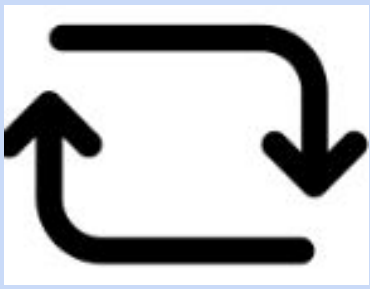
They were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes. The land they settled in was 'Angle-land', or England.

If we use the modern names for the countries they came from, the Saxons were German-Dutch, the Angles were southern Danish, and the Jutes were northern Danish.

The Anglo-Saxons didn't just bring their people, but also their customs, languages, and beliefs, which significantly shaped the early culture of England. Their language, Old English, became the foundation of the English language we know today.

The Anglo-Saxons were primarily farmers, living in small villages, and their society was organized into tribes ruled by chieftains or kings. Over time, they established several kingdoms, such as Wessex, Mercia, and Northumbria, which would eventually play key roles in the formation of a unified England.





This map shows **Anglo-Saxon England** with the kingdoms split into areas controlled by the **Anglo-Saxons** and the **Celts** before the Viking Invasion.

- Dyslexic-friendly font
- Chunking
- Visuals



Any questions?

Further reading:



APS Curriculum



APS Subject
Areas



Our next
workshops!