LJMU **Sequence of Learning Rationale**

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| **Teacher** |  | | | | | **Sequence of learning:** | | |  |  |  |
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| **Curriculum Intent** |
| *What are the school’s subject curriculum intentions you need to implement in your sequence of learning? (see school documentation)* |
| **Curriculum Implementation** |
| *How does this sequence of learning fit into the curriculum map for this subject in this key stage?* |
| **Curriculum Impact** |
| *Having taught the sequence and assessed pupil outcomes reflect on the impact of this sequence of work on pupil progress.* |

| **Threshold Concepts to inform the sequence and indicative content knowledge** |
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| Consider; your subject Ofsted research report,or research and evidence informing practice for your subject, GCSE specifications, National Curriculum or statutory frameworks and previous guidance from expert practitioners to ensure you are integrating knowledge into larger concepts. |

| **Teaching approaches and strategies linked to learning theory** |
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| *What strategies were used for pupils to form their new schema of understanding including adaptive approaches (scaffolding)?* |

| **Memory and Learning** |
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| *What strategies did you use e.g. retrieval practice, metacognitive strategies and the role of schemata to support links to existing ideas long term memory.* |

| **Assessment and Progression** |
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| *For example: How do you use questioning for knowledge fluency and misconceptions? How can you develop pupils’ automaticity of key knowledge or concepts? How do you know learners have developed their subject knowledge?* |