Year 3: The Forge Curriculum Topic Map

Academic Year 2026-2027

The Sir Donald Bailey Academy

Subject					
Science	**Unit 3.1: Rocks and Soil** 1. Sort rocks according to observations 2. Identify sedimentary, igneous and metamorphic rocks 3. Describe how fossils are formed 4. Investigate permeability 5. Carry out a fair test, gather data and draw conclusions 6. Describe the characteristics of different types of soil 7. Investigate soil types in the local environment	**Unit 3.2: Light** 1. Identify different light sources 2. Investigate how different materials respond to light 3. Demonstrate that light travels in straight lines 4. Investigate how mirrors reflect light 5. Plan an investigation into shadows 6. Carry out a fair test, gather data, draw conclusions 7. Know that darkness is the absence of light	**Unit 3.3: Forces and Magnet** 1. Explore how toy cars move across different surfaces 2. Plan a fair test to investigate how a toy car moves across different surfaces 3. Carry out a fair test, gather data and draw conclusions 4. Observe how magnets attract and repel 5. Group materials according to whether they are attracted to a magnet or not 6. Explore which materials magnets can work through (making predictions and exploring) 7. Design a test to investigate magnets 8. Carry out a fair test, gather data, draw conclusions 9. Observe patterns created by a magnetic field 10. Observe patterns created by a magnetic field when magnets repel each other	**Unit 3.4: Plants** 1. Describe how plants are adapted to their habitats 2. Describe the function of different parts of a plant 3. Explore the part that flowers play in the life-cycle of flowering plants 4. Identify flowers that are pollinated by insects and by the wind 5. Describe how water is transported in plants 6. Plan a fair test to prove that plants need light 7. Draw conclusions about what our investigation has shown	**Unit 3.5: Animals including Humans** 1. Illustrate a simple food plan 2. Know that humans are consumers and need to get all nutrition from the food they eat 3. Know that a range of fruit and vegetables are essential for a balanced diet 4. Design a menu to meet the nutritional needs of children 5. Label the human skeleton 6. Identify animals with exo and endoskeletons 7. Describe how muscles work in pairs
History	**Unit 3.1: From Stone Age to Iron Age** 1. Sequence the stone age, bronze age and iron age and explain how we know about them 2. Describe changes to how people lived in the Stone Age 3. Investigate the diet of stone age farmers and compare it with the things we eat today 4. Describe what the evidence of settlement at Creswell Crags shows (choose the "On the huntt" tour on the visit) 5. Explain why the development of bronze was so important 6. Explain why Stonehenge was such a huge achievement for Prehistoric people 7. Explain why many iron age people lived in hill forts in Britain		**Unit 3.2: Ancient Egypt** 1. Place early civilisations on a timeline 2. Name and describe important gods and goddesses and explain how we know about them today 3. Explain why the Pyramids were built and what they were used for 4. Explain why the Nile was essential for the Egyptian civilisation 5. Describe the different levels of society in Ancient Egypt		
Geography	**Unit 3.1: Settlements** 1. Investigate the settlement of Creswell 2. Use Ordnance Survey Maps to identify physical and human features 3. Explain the features of different types of settlement 4. Identify some of the ways human activity has changed the natural environment		**Unit 3.2: Water Cycle and the River Nile** 1. Locate Egypt on a globe and describe the climate 2. Locate Cairo on a map of Egypt and explain how the people there get water 3. Describe why there is rainfall in the North of Egypt 4. Describe some of the different ways people in Egypt trade	**Unit 3.3: Let's Explore the UK** 1. Investigate the settlement of Matlock 2. Describe the topography of Matlock and the surrounding area 3. Investigate land use for the high street and countryside surrounding Matlock (Visit) 4. Investigate the different types of business in the Matlock area 5. Describe how water travels from the hills to the sea	

Subject						
RE	**Unit 3.1: Would celebrating Divali at home and in the community bring a feeling of belonging?** **Focus Religion:** Hinduism **Theme:** Divali **Concept:** Belonging **Local Agreed Syllabus Links** 4.4 Religion, family, community, worship, celebration, ways of living	**Unit 3.2: Has Christmas lost its true meaning?** **Focus Religion:**Christianity **Theme:** Christmas **Concept:** Incarnation **Local Agreed Syllabus Links** 4.3 Spiritual expression	**Unit 3.3: Could Jesus heal people? Were these miracles or was there some other explanation?** **Focus Religion:** Christianity **Theme:** Miracles **Concept:** Incarnation **Local Agreed Syllabus Links** 3.4 Inspirational people	**Unit 3.4: What is "good" about Good Friday?** **Focus Religion:** Christianity **Theme:** Easter - forgiveness **Concept:** Salvation **Local Agreed Syllabus Links** 3.2 religion, family and community	**Unit 3.5: How can Brahman be everywhere and everything?** **Focus Religion:** Hinduism **Theme:** Hindu beliefs **Concept: Gods and deities** **Local Agreed Syllabus Links** 5.3 Beliefs and questions	**Unit 3.6: Would visiting the River Ganges feel special to a non-Hindu?** **Focus Religion:** Hinduism **Theme:** Pilgrimage **Concept:** Sacred places **Local Agreed Syllabus Links** 4.2 Symbols and religious expression
PHSE/PD	**Me, my friends and belonging** 1. Ground rules and meeting 'Our Class'. 2. Friendships change. 3. When you should keep a secret and what makes a good friendship. 4. Making new friendships. 5. Recognizing healthy and unhealthy friendships. **PD:**	**Mental health and wellbeing** 1. Exploring emotions. 2. Understanding distraction. 3. Managing thoughts and emotions. 4. Managing worries. 5. Managing responses.	**Building healthy habits** 1. Healthier eating and drinking habits. 2. Healthier eating, choices and influences. 3. Ready, set cook! **Dental Health** 1. Exploring dental health. **Physical Activity** 1. Active everyday	**Making choices online** 1. Creating and managing passwords. 2. Protecting your devices. **Let's watch a film** 1. What can we watch? 2. Can we choose what to watch? **Paying to play**	**Keeping safe out and about** 1. Managing risk in the sun. 2. Risks and keeping safe. 3. Canals and rivers. 4. Floor alert!	**Looking out for each other** 1. Allergies 2. Bites and stings 3. Calling for help. **Foundations for wellbeing:** 1. Revisits the extension and embedding activities in Y3 lessons.

PE	**Get Set 4 PE Ball Skills** 1. To develop dribbling skills with hands and feet. 2. To develop tracking and catching skills. 3. To develop tracking and throwing skills. 4. To develop tracking and kicking skills. 5. To track a ball that is not sent directly to me. 6. To apply sending and receiving skills in games. **Get Set 4 PE Football** 1. To understand the role of an attacker when in possession. 2. To develop movement skills to lose a defender and move into space. 3. To understand that scoring goals is an attacking skill and learn how to do this. 4. To understand the role of a defender. 5. To apply tactics to small sided games. 6. To apply skills and knowledge to play games using football rules.	**Get Set 4 PE Dance** 1. To use straight pathways and clear changes in direction in a line dance. 2. To use cannon and unison to make our line dance look interesting. 3. To use formations, cannon and unison to make our line dance look interesting. 4. To remember, repeat and create actions around a theme. 5. To understand and use formations. 6. To structure a dance to represent a theme. **Get Set 4 PE Netball** 1. To understand the role of an attacker when in possession. 2. To develop movement skills to lose a defender. 3. To understand that scoring goals is an attacking skill and learn how to do this. 4. To understand the role of a defender. 5. To explore ways to gain possession. 6. To apply skills and knowledge to play games using netball rules.	**Get Set 4 PE Gymnastics** 1. To create interesting points and patch balances. 2. To develop point and patch balances on apparatus. 3. To develop stepping into shape jumps with control. 4. To develop stepping into shape jumps using apparatus. 5. To develop the straight, barrel and forward roll. 6. To include rolls in sequence work using apparatus. **Enrichment activity TBC**	**Get Set 4 PE Outdoor Adventurous Activities** 1. To develop co-operation and teamwork skills. 2. To develop trust and teamwork. 3. To involve all team members to work towards a shared goal. 4. To develop trust whilst listening to others and following instructions. 5. To identify objects, draw and follow a simple map. 6. To draw a route using directions, orientate a map and navigate around a grid. **Enrichment activity TBC**	**Get Set 4 PE Tag Rugby** 1. To develop attacking skills to maintain possession. 2. To develop attacking skills to move towards goal. 3. To develop defensive skills to delay an attacker. 4. To develop an understanding of defending as a team. 5. To develop tactics in attack and defense. 6. To apply rules and skills to small sided games. **Get Set 4 PE Athletics** 1. To develop the sprinting technique and improve on your personal best. 2. To develop changeover technique in relay events. 3. To develop jumping technique in a range of approaches and take off positions. 4. To develop throwing for distance and accuracy. 5. To develop throwing for distance in a pull throw. 6. To develop officiating and performing skills.	**Get Set 4 PE Tennis** 1. To develop racket and ball control. 2. To explore rallying using a forehand. 3. To explore returning the ball using a forehand. 4. To explore returning the ball using a backhand. 5. To learn how to score and use simple rules. 6. To work co-operatively with others to begin to manage a game. **Get Set 4 PE Cricket** 1. To learn how to score in a striking and fielding game. 2. To develop batting to score points. 3. To develop fielding skills to limit the batters score. 4. To understand the role of a bowler. 5. To develop my understanding of tactics and begin to use them. 6. To apply skills and knowledge to play games using cricket rules.

Subject						
Computing	**Autumn 1- Recap** 1. Laptop Recap 2. Typing 3. Common Sense Education- Device Free Moments	**Autumn 2- Email** 1. Common Sense Education- Putting a stop to online meanness. 2. Email.	**Spring 1- Databases** 1. Common Sense Education- Who is in your online community. 2. Databases. 3. Interland.	**Spring 2- Microbits** 1. Common Sense Education- Digital Trails. 2. Microbits.	**Summer 1- Route Planning** 1. Common Sense Education- That's Private 2. Route Planner	**Summer 2- Coding** 1. Common Sense Education- We are digital citizens. 2. Coding.

Art	**<u>Unit 3.1: Cave Art</u>** **<u>Aims</u>** • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design; • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. **<u>Subject content:</u>** • To create sketch books to record their observations and use them to review and revisit ideas; • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	**<u>Unit 3.2: Positive and Negative Cave Art Images:</u>** <u>explore related techniques used by Andy Walhol</u> **<u>Aims:</u>** • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design; • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. **<u>Subject content:</u>** • To create sketch books to record their observations and use them to review and revisit ideas; • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; About great artists, architects and designers in history.	**<u>Unit 3.3: Impressions of Rivers</u>** **<u>Aims</u>** • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design; • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms; • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history. **<u>Subject content:</u>** • Explore the techniques of the impressionists in representing water. In particular Seurat. Apply these techniques to images of the Nile past and present and then a local river- examining light, waves and reflection.	**<u>Unit 3.4: Exploring the UK: John Constable to</u> <u>Hannah Woodman</u>** **<u>Aims</u>** • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design; • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. **<u>Subject content:</u>** • To create sketch books to record their observations and use them to review and revisit ideas; • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; About great artists, architects and designers in history.	

<u>Subject</u>					
Music	**<u>Inspire Music – pBones</u>** Musical Focus: perform solo and in groups, improvise and compose, musical vocabulary	**<u>Three Little Birds</u>** Style: Reggae Musical Focus: Play and improvise	**<u>The Dragon Song</u>** Style: Funk/music around the world Musical Focus: Performance	**<u>Bringing Us Together</u>** Style: Disco Musical Focus: Performance with instruments	**<u>Reflect, Rewind and Replay</u>** Style: Classical Musical Focus: The history of music

Subject					
DT	**Unit 3.1: Design and make a shelter to protect a stone age family from the wind and rain.** (Four week block: teach the children to design and make a structure that stands alone. **Design** • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make** • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** • Investigate and analyse a range of existing products; • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; • Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	**Unit 3.2: Using Textiles to make a Christmas Decoration (running stitch to join etc)** **Design** • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design. **Make** • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** • Investigate and analyse a range of existing products; • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; • Understand how key events and individuals in design and technology have helped shape the world.	**Unit 3.3: The Pharos Gold** (Design, make evaluate activity). Using art straws, newspaper or card to design the frame of a pyramid to support the suspension of a given weight (Pharos Gold) inside the structure. **Design** • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design. **Make** • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** • Investigate and analyse a range of existing products; • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events and individuals in design and technology have helped shape the world. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design; • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities; • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	**Unit 3.4: Breads around the world** **Nutrition** • Understand and apply the principles of a healthy and varied diet; • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. **Design** • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make** • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; • Accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** • Investigate and analyse a range of existing products; • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events and individuals in design and technology have helped shape the world.

MFL	**Unit 3.1: Core 1 New** **Language Content** 1. Phonics 2. Vocabulary 3. I'm Leaning Spanish	**Unit 3.2: Core 2 New** **Language Content** 1. Vocabulary 2. Telling the time	**Unit 3.3: Core 3** **New Language Content** 1. Ice creams 2. Phonics	**Unit 3.4: In my town** **New Language Content** 1. In my town 2. Phrases, articles and determiners	**Unit 3.5: Musical Instruments** **New Language Content** 1. Musical Instruments 2. Phonics	**Unit 3.6: Fruits New** **Language Content** 1. Fruits 2. Phonics

Additional Commentary

A. Curriculum Design

Rigour in planning and delivery, including excellent modelling, demonstrations and clarity is a pre-requisite for implementing curriculum design.

"Teachers teach techniques and a technique becomes a skill when it is applied independently"

Out of the three main designs for curriculum (knowledge, knowledge-engaged and skills-led), all subjects in our curriculum are knowledge-engaged. Knowledge engaged means knowledge is taught with a view to children applying this knowledge through thoughts, physical skills or actions. For example, in writing or problem solving. Reference can be made to Bloom's Taxonomy.

B. The 'golden threads' in our curriculum are as follows:

1. Standards: pupil achievement in reading, writing, speaking & listening and maths (especially important in white working-class areas for children to go on and achieve);
2. Aspirations (typically white working class children lack aspiration for many reasons, and can often lack knowledge about 'pathways');
3. Cultural diversity and preparing children for 'Modern Britain'.

INTENT = TRUST LEVEL

IMPLEMENTATION = ACADEMY LEVEL

IMPACT = ACADEMY LEVEL AND TRUST LEVEL

The Three 'I's of Curriculum

INTENT : The 'top level' view of the curriculum. It is 'what is on offer'.

Key Question: Why are children taught what they are in Forge schools?
Answer: The Executive Senior Leadership Team of the trust believe strongly that all schools should follow the National Curriculum Framework 2013. Approximately 80% of the content is standardised in every year group, with 20% autonomy for schools to make 'local' decisions fitting the context of the school.

Key Question: Why were the curriculum decisions made?
Answer: Our catchment areas are predominantly White British, many of them serving areas of deprivation and challenge. As a result, we must equip children with the necessary basic skills in Mathematics, English and Science so that they can succeed in life. Being sufficiently skilled in these areas gives children 'currency' to go on and access higher qualifications and courses when they leave primary school. Therefore, **standards** are a golden thread in the curriculum that will give children the necessary cultural capital required. In our context it is imperative that we prepare children for life in modern Britain by making sure they are taught about different cultures and faiths. We aim for our children to be tolerant and understanding of people who appear to be 'different'; consequently **cultural diversity** is also a golden thread. In our schools, the social mobility agenda is very important given the nature of our catchments, therefore **aspiration** is another golden thread thoughout our curriculum. Linked closely to aspiration is our speaking and listening curriculum, that prepares children and builds their public speaking skills through four key areas: speaking skills; listening skills; awareness of audience and non-verbal communication.

Key Question: Who made the curriculum decisions?
Answer: The curriculum in place is 'layered', with 7 stages to the planning process at The Forge Trust. Below is a description of each planning stage as well as key personnel who contributed at the various stages:

Stage 1: **Curriculum Map**

Curriculum maps are in place for all Year Groups showing National Curriculum references for all subjects as well as coverage (local Curriculum/context 20% and National Curriculum 80% trust standardised). They also highlight our curriculum drivers: standards, cultural diversity and aspiration. The Executive Senior Leadership Team prepared this stage: the CEO, Deputy CEO, Consultant Principal and Principals. A high degree of control and expertise was imperative at this stage to ensure the highest quality and maintain a strategic overview.

Stage 2: **Medium Term Planning Support & Year Group Connections-**This document builds on the content taught in previous years. It includes learning objectives, success criteria and phases of lessons for each topic. It is a working document that is designed for subject leaders and teachers in each school to access so that standards in the subject can be measured and checked. Each topic has an **A4 Learning Journey and Assessment Concept Pyramid.** The CEO, Deputy CEO and Consultant Principal (ESLT) prepared this documentation liaising with the trust's network leaders to finalise the documentation ready for September 2020. This ensured standardisation of approach in each school and ensured assessment is mirrored in each school.

We have Learning Journeys in place and we use Concept Pyramids to assess in science, history, geography and RE. Concept Pyramids include the key concepts and vocabulary covered in a topic and these form the basis for assessment (pre and end tests). Assessment involves children completing pre and end-tests in books, and teachers can then measure progress at the end of the topic. Learning Journeys give an overview of the coverage highlighted in Stage 2 planning (Medium Term Planning Support and Year Group Connections). Teachers refer to these at the beginning of every lesson. A 'reflection box' is a feature of all Learning Journeys where children can reflect on what they have learnt and what they still need help with understanding. Teachers should use this information to aid feedback and next steps.

Stage 3: **Short-Term planning** (which includes individual lesson plans). Class teachers are fully responsible for their own planning, even where planning is shared between the teachers in a year group. They should use the medium term planning support to form their lesson plans, and ensure that they differentiate three ways in lessons (LA/MA/HA) so that all children are appropriately challenged.

IMPLEMENTATION: ***'Curriculum is WHAT is taught not HOW' (Ofsted 2018)***

WHAT: In core subjects, topics are taught in a systematic way to build on previous learning and ensure maximum understanding. Key vocabulary is highlighted and children have opportunities to use and apply their learning in every lesson. In subjects such as Science, RE, History and Geography topics have a concept wall containing key vocabulary linked to the topic. These concept walls form the basis of assessment criteria, but more importantly guide a meaningful learning journey where lessons are sequenced in a progressive way.

Note: subjects below follow the following schemes:

In RE schools follow the Notts Agreed Syllabus for RE

In Music schools use the Music Express scheme

In PSHE schools use a scheme called 'Jigsaw'. This sits alongside RSE (Relationships and Sex Education) and a Drugs and Alcohol scheme of work.

Process: 1. Teachers plan coverage of a topic listing key vocabulary and concepts on a wall. 2. The concept wall is used as a basis for pre-testing children to assess their knowledge at the start of a topic. 3. Children fill in their empty pyramid with three levels of words and concepts: level 1-words and concepts they already know; level 2-words and concepts they are familiar with but don't have a deep understanding of; level 3-words and concepts that they have no knowledge about at all. 4. The sequence of lessons on the learning journey (scheme of work) with explicit reference to the learning journey at each stage. 5. Reflections on what children have learnt and what they still find difficult are filled in on learning journeys, and an end-test relating to the concept wall is taken. Learning and progress can be measured against the pre-test.

HOW: Individual lessons have learning objectives and success criteria, and the trust's teaching and learning toolkit highlights the areas of the learning cycle that should be evident in a lesson. The toolkit also links to 'pedagogy' that teachers should employ in lessons.

IMPACT

Outcomes are assessed in reading, writing, maths and SPaG at a minimum of three assessment points per year (termly) so that we can accurately track each child. Where year groups are causing a concern, Principals can opt to assess half-termly. We have an exam based system, in line with the accountability system in place nationally. If children can answer questions that represent the taught curriculum in each year group correctly on an exam paper, then we believe that this proves impact. After all, exams are a part of life and provide children with the currency that children need to be succeed. However, although exam papers are only a 'tool' to measure in core subjects, they are not the only measure. We believe in high quality teacher assessment to back up summative judgements. These are linked to ARE grids (age related expectations) in each year group. High quality, ongoing formative assessment happens daily through marking and feedback. Work scrutiny will also show impact and learning.

Ofsted's definition of Curriculum

INTENT: 'A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage'.

IMPLEMENTATION: '…for translating that framework over time into a structure and narrative, with an institutional context'.

IMPACT: '…and for evaluating what knowledge and understanding pupils have gained against expectation'