

Curriculum Principles in History

We know that our children need:			
To develop their understanding of the wider world.	To raise aspiration for all.	To develop their vocabulary	
We know this because:			
Our local community consists of mainly White British families who may not have much experience of the wider world. Therefore, we have a strong focus on diversity and inclusion throughout our curriculum.	Because parts of the local area measure lower than national average for education, skills and deprivation we want to promote ambition and aspiration to support our children and community to be the best they can be.	We understand that on entry, the variety of words encountered in speech for a number of children is below that of the national average for their age, this is why we focus on developing pupil's vocabulary.	
These are important to ensure our children:			
Have an understanding, interest and respect for the diverse world which they live in and treat others how they would want to be treated. Develop an understanding of and make links between the school community, local community, wider community, global community becoming aware of their place within society. Are SUCCESS ful, well rounded, responsible young people who make a positive contribution to their community and beyond.	Continually strive to learn more, know more and be the best version of themselves. Grow as confident, independent and resilient learners who embrace the challenges of today, tomorrow and beyond. Work together so that all can achieve their potential with the knowledge that SUCCESS is in our hands.	Are confident, articulate and successful communicators. Can articulate their knowledge, learning and understanding as well as thoughts and opinions with ease and fluency. Can achieve SUCCESS throughout the curriculum and the wider world by constantly developing speech and language. Have a love and a passion for reading.	
Therefore, our curriculum is based on the following principles:			
Memory (inc. knowledge) Children need to have a rich body of knowledge in their long-term memory which forms the building blocks for making progress and acquiring higher-level skills. Our ambitious curriculum has been carefully sequenced by subject leaders with clearly identified sticky knowledge and key concepts that are revisited continuously so that pupils know, remember and understand more. With this knowledge embedded in their long-term memory our	Opportunities We want our children to learn about the best of what has been written, played, performed, painted, created etc. To have experiences that galvanise and support the acquisition of knowledge back in the classroom. Cultural capital is not just about trips and expensive visits. Weekly assemblies enhance pupil cultural capital ie: reading, RE, wider curriculum and Picture News assemblies.	Vocabulary (inc. Reading) Vocabulary and reading are at the heart of the curriculum. Our curriculum is carefully planned so that children develop their vocabulary. Early Reading is built upon and embedded over time. This develops a wide range of vocabulary and a love of reading. To access the wider curriculum and acquire the important knowledge our children are taught a wealth of vocabulary throughout all subjects.	Equality and Equity Equality is a key principle as we want to ensure that all pupils access an ambitious curriculum and want to achieve the best possible outcomes for all groups of children including SEND, PP, protected characteristics and sexuality. Our curriculum is designed to develop a deep understanding of the wider world so that children are respectful, knowledgeable and understand the importance of treating each other equally.

<p>children will be ready for the challenges and opportunities of the future.</p>			
In History this is evidenced through:			
<p>KKPDs mapped out learning from F1 to Yr 6 – more ambitious than National Curriculum. A History curriculum that begins in F1 and builds on year on year. The opportunity to continuously revisit prior learning. Use of assessment tools to help retain children’s learning. Use of the Leitner model/ flash cards to help with retaining knowledge. Curriculum walls, knowledge mats, revisiting previous learning. Curriculum links to other subjects – Geography – children learn history from enquires in Geography – Local studies, Europe, World enquiry questions. Assessment opportunities to identify gaps in learning/ knowledge.</p> <p>Who are the key people/ events the children will learn about in each year group? List these.</p>	<p>Immersing children in the History curriculum in cross curricular studies Learning about specific events in History e.g. The events that led up to the Battle of Britain, how Rosa Parks helped to change attitudes around the world. Curriculum links to other subjects – Geography – children learn history from enquires in Geography – Local studies, Europe, World enquiry questions. Use of role play – acting out Greek battle formations, using role play to empathise with citizens in the Fire of London. ‘Authentic’ outcomes, WOW starters trips and visitors planned into topics to allow all children to be immersed in history. Environments to reflect the History of the wider world in topics.</p> <p>What trips/ experiences are these linked to history? List these.</p>	<p>A vocab rich environment. Displays evidence vocabulary in the History sticky knowledge that children will need in their learning. Flashcards on display in classrooms and used to revisit vocabulary. (Leitner) A range of books in History to immerse themselves in the language. Using and displaying Historical vocabulary during curriculum lessons to embed knowledge. Curriculum links to other subjects – Geography – children learn history from enquires in Geography – Local studies, Europe, World enquiry questions. Access to enquiry books (Library service) for children to immerse themselves in History linked to the enquiry.</p> <p>Knowledge mats Curriculum displays – classroom/ throughout school Timeline – explain Blue for new</p>	<p>Quality first teaching of History allows all children to access the learning. Learning is scaffolded up, so all children aspire to know and learn more. Children learn about other countries, people, cultures, and traditions which have shaped history and the effects in present day society. All children have access to the use of IT equipment to support in their learning. Support provided in lessons for children when required to allow all children to make progress- vocabulary cards, picture clues, teacher modelling. ‘Authentic’ outcomes, WOW starters trips and visitors planned into topics to allow all children to be immersed in history.</p> <p>Specific choice of particular subjects and people to support equality and equity Slave trade Florence Nightengale Rosa Parks etc</p>

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