



Inspiring a love for lifelong learning

History Curriculum

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Curriculum Overview	<p>At APPS we offer a broad and balanced curriculum in an innovative and exciting way. Our school vision of inspiring a lifelong love for learning is at the heart of pedagogical approach. Our children leave APPS prepared socially, academically and economically in order to prepare them to be well-rounded citizens in this ever-changing multicultural society. Coverage of the National Curriculum, objectives agreement through a variety of imaginative learning projects (ILP) and Knowledge Rich Projects (KRP) that are designed to develop knowledge and skills progressively. Our curriculum is designed to prepare our children to be successful by being rich in experiences and diverse in thought. Lessons are built upon prior learning and lay foundations for future learning whilst avoiding cognitive overload. Planning incorporates Rosenshine's Principles therefore introducing new information in small steps, guided practice, modelled examples, questioning, check for understanding and independent practice.</p>
Curriculum Intent	<p>As subject lead, my aim is for children to understand or begin to understand the bigger picture so that they gain a coherent knowledge and understanding of Britain and the wider world. To ensure that history objectives across the school are taught effectively so that children gain the desired knowledge and skills needed to make links between the past and their own future. Skills are obtained through offering children opportunities to learn through various lines of enquiry and revisiting periodically. Through our inclusive curriculum, learners cover the same material. They may require additional support through resources or have more of a discussion based learning opportunity but the expectation is that they achieve their full potential. They still need to make links to changes over time so that they can cope with changes over time in their own lives; they understand life changed in the past and will change into the future.</p> <p>ILPs are structured over a six week period starting with engagement activities, developing 1,2,3, innovate and express. This systematic approach builds chronologically over the period enabling the children to make sense of what is being taught. They can then make links to the bigger picture and also make cross curricular links preventing them thinking they only learn one subject at a time.</p> <p>In addition, educational visits, extracurricular activities and other curriculum enrichment experiences, are carefully planned and frequently offered to broaden experience and increase our pupils' cultural capital.</p>



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Curriculum Implementation	<p>Through curricular Maestro ILPS and small projects, class teachers' knowledge is supported. Planning includes prior learning thus ensuring smooth transitions so staff are building their own understanding of what they are teaching through the planning format and Rosenshine's Principles.</p> <p>Through our curriculum being designed through purposeful project choices, that chronologically build upon prior knowledge and skills, quality first teaching is implemented across APPS. Assessment is effective through robust planning, the incorporation of five question quiz at the start of each lesson, regular mini plenaries and use of the marking and editing code. Learning walks, book scrutinies and pupil voice are paramount to monitoring successful progress in history. We regularly review the impact of our curriculum, making adaptations where necessary to improve teaching and learning.</p> <p>Our history curriculum is underpinned by our APPS pedagogical approach. Our children learn through a balance of carefully-chosen teacher-led activities, direct teaching and enquiry-based activities. Our children have the skills to be able to learn well independently, in pairs and in groups.</p>
Curriculum Impact	<p>Children are engaged in their learning. They can verbalise their learning of the period of time being studied. They know to use the learning wall for support and discuss and make links to prior learning. Building on prior learning, pupils receive a high quality of history education preparing them for their future, opening opportunities and greater prospects in life. We endeavour to nurture children who are independent learners, problem solvers and creative thinkers.</p> <p>Pupils gain new skills such as analysis, evaluation, review, collaboration, independent thinking to name but a few, which are transferable across the curriculum and within life experiences.</p>