



# Curriculum Vision 2022-2023

'Strive to Achieve'

## HISTORY

Our Helpingham HEART

SCHOOL VALUES	Happy	Equal	Aspirational	Resilient	Team
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### INTENT – We come to school every day to...

CURRICULUM VISION	Develop our sense of self	Develop our sense of others	Develop our sense of the world
	<ul style="list-style-type: none"> <li>...become passionate and curious historians</li> <li>...be self-motivated to explore the past and raise questions to find out more</li> <li>...understand that history makes us who we are</li> <li>...understand that history guides our futures</li> </ul>	<ul style="list-style-type: none"> <li>... develop an understanding of local history, of family and location</li> <li>...have a knowledge and understanding of key historical figures and their impact in history</li> <li>...challenge what we think about other people's actions in the past</li> <li>...understand similarities and differences between historical periods</li> </ul>	<ul style="list-style-type: none"> <li>...understand historical concepts in time periods and across countries</li> <li>...know and understand significant aspects of history in the wider world for example ancient civilisations, empires and non-European societies.</li> <li>...understand how historical enquiry helps us to understand the past</li> <li>...know and understand the chronological history in Britain and the wider world</li> </ul>

### IMPLEMENTATION

TEN PRINCIPLES FOR EXCELLENT TEACHING	Questioning	High Expectations	Scaffolding	Parent Partnership	Assessment	Use of technology	Inspirational and memorable curriculum	Active Learning	Engaging Learning Environment	Differentiation
	1:1/ class discussion Quizzes Class debates	Vocabulary High quality case studies. High quality historical sources	Cornerstones National Curriculum Reading comprehension	Workshops Visits into school from parents appropriate knowledge	End of term/year Children's work Work scrutiny Professional discussions	Google Earth BBC documentaries Virtual visits	Projects Visit out Virtual visits Theme days	First-hand observation Theme days Trips out	Displays of children's work Resources eg artefacts, books, film re-enactments	By outcome Level of support Questioning

ORGANISATION OF CURRICULUM	Reading	Writing	Phonics	Maths	Science	History	Geography	Art	DT	Music	PE	Computing	PSHE	RE
	Maths- timelines, sequencing of events, calculating differences between time periods Geography – where historical events have occurred, comparing maps from different periods of time eg land use Art – when was art produced, comparing available resources during different time periods DT – when buildings were built, chronology, clothing through the ages, food choices Music – composers in different time periods, use of instruments during war times, styles of music													

TERMLY FIVE TO THRIVE	High Quality Texts	Memorable Experience	Hands on Learning	Celebration of Children's Work	Community Engagement
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ASSESSMENT	Daily, verbal feedback	Cold Maths	Extended writing pieces	Formative Assessments	Summative Assessments	Termly phonics screening	Multiplication Skills
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### IMPACT – How will we know?

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT
<ul style="list-style-type: none"> <li>- High engagement</li> <li>- Children inspired to be independent thinkers, researchers and learners</li> <li>- Knowledge development</li> <li>- Children prepared for the next step of their education, futures and careers</li> </ul>	<ul style="list-style-type: none"> <li>- Engagement in learning</li> <li>- Resilience</li> <li>- Children see challenges as opportunities</li> <li>- Children have pride in themselves and their work</li> <li>- Children are able to take risk and responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Independence</li> <li>- A Love of learning</li> <li>- Children are able to care for their physical and mental wellbeing in a healthy way</li> <li>- Children are curious, creative and courageous</li> </ul>

### EVALUATION

REVIEW	High quality outcomes	Innovation	Communication	Developing staff	Improving and changing
	<ul style="list-style-type: none"> <li>- Data</li> <li>- Progress in books</li> <li>- Pupil voice</li> <li>- Parent voice</li> </ul>	<ul style="list-style-type: none"> <li>- Share new ideas</li> <li>- Outward looking</li> <li>- Reactive to learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- All parties know what is expected from our curriculum through effective communication</li> <li>- Governors ask challenging questions which teachers and TAs answer confidently</li> </ul>	<ul style="list-style-type: none"> <li>- High quality CPD linked to the school development plan</li> <li>- Sharing of ideas and knowledge</li> <li>- Working with others outside the school</li> </ul>	<ul style="list-style-type: none"> <li>- Review</li> <li>- Reflect</li> <li>- Discuss</li> <li>- Learn</li> </ul>

MONITORING	Class teachers and teaching assistants	Subject Leaders	Headteacher & Governors	Locality Lead & County Council	External partners e.g. OFSTED
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