

Parson Street

History Curriculum Overview 23-24

Intent

Parson Street Curriculum Intent

- Regardless of background, prior attainment or SEND, all children thrive.
- Children understand and embody the components of successful learning and use these to further their own success.
- Children with SEND are rapidly identified and given the support needed to make steps of progress.
- All children have access to high quality teaching of a broad, rich and challenging curriculum.
- Attainment gaps are closed between our most vulnerable children and other children within the school.
- Children are given the cultural capital needed to thrive.
- Vocabulary is prioritised at all times so that our children can purposefully and successfully communicate.
- Children are given the tools needed to succeed beyond school as life-long learners.
- Curriculum is meaningful, purposeful and relevant.

Wider-Curriculum Intent

- We teach a history curriculum which will allow children to gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- It inspires pupils' curiosity to know about the past.
- Our history curriculum equips children with skills for life; the ability to support, evaluate and challenge both our own views and the views of others whilst developing perspective and judgement.
- We teach our children how to be good and responsible citizens, understand change and societal development and provide a context in which to understand themselves and others.
- We teach history with a focus on local community so that it is more relatable, more tangible, and more memorable. Once children understand their local area and how it has changed over time, this can then be expanded to the wider world.

Implementation

Curriculum

- National Curriculum (on two year rolling cycle where relevant)
- Curious Cities Framework
- States of being
- Focus on locality of Bristol and Bedminster
- Core knowledge outlined in Knowledge Organisers
- Reflection on prior learning to ensure building
- Flashback Four to support embedding of knowledge
- Concept maps showing how concepts build across enquiries
- Journey maps depicting journey within each subject
- Progression of Tier 2 and 3 Vocabulary
- Threaded through with English to give greater value and time
- Develop children's writing skills as each state of being

Pedagogy

- Quality First Teaching
- Inset Days/Twilights
- Knowledge Organisers provided
- Joint planning with Phase Lead
- CPD
- Coaching
- Phase Meetings

Assessment

- AFL within lessons
- Books
- Monitoring
- End of Unit quizzes and pre-unit quizzes

Culture

- Books
- Displays
- School trips/clubs
- Immersion Days
- Visitors

Systems

- Joint curriculum for composite classes

Impact

Internal measuring of impact

- Pre-Unit quiz
- End of unit quizzes
- Teacher assessment – marking policy – Feedback
- Curriculum Hub – Trust
- Phase meetings
- CPD
- Coaching
- Drop-ins
- Curriculum Lead drop-ins

Whole School Impact

- Curriculum review days
- Trust moderations