



Tealby School's Curriculum

The word curriculum is derived from the Latin word meaning 'racecourse' or race and has come to mean a general course of direction

Aspire, Believe, Achieve

We want our pupils to move from us, confident, curious, articulate, creative, independent and well-prepared for their next stage. We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it is to be human.

The Principles of Our Curriculum:

Balanced: our school's curriculum aims to promote the intellectual, moral, spiritual, aesthetic, creative, emotional and physical development of our children

Rigorous: to be rigorous, our curriculum needs to develop disciplinary habits of mind – powerful ways of thinking that are developed through sustained engagement with the discipline. Examples are inverse operations in mathematics, cause and effect in science and provenance and context in history.

Coherent: This is important because unless explicit connections are made between the different experiences young people encounter in school, they are likely to see them as unconnected. Pupils often see co-ordinates in mathematics as unrelated to map references in geography, when the underlying ideas are identical.

Vertically Integrated: it needs to be clear how material taught at one point in time builds on materials taught earlier, and feeds in to what is to be taught later. Our curriculum has a clear model of what it is that gets better when someone 'gets better' at a discipline or subject.

Appropriate: we recognise that pupils learn at different rates, however, we strive to help all children achieve success by providing a challenging, interesting, and developmentally appropriate curriculum.

Relevant: what makes our curriculum relevant is the way that our teachers unite valued outcomes to our pupil's desire to learn. This is achieved by the extraordinary way that strong teachers get children interested in things they never knew they were interested in...

Curriculum - the umbrella term denoting the totality of the learning experience of children in our school. Pupils are at the heart of this vision.

Our curriculum model – Our planning will start with the consideration of purposes and values, with content and methods selected to be fit for purpose. We adapt evidence based pedagogy to suit our pupils.

We recognise that this approach can be complex and demanding, but we appreciate the levels of engagement and excellent outcomes it delivers.

We want to describe our pupil's work as genuinely brilliant!

"We find it exciting. It is the chance to be creative and come up with brilliant things to do with the children, and when it's done, staff and pupils get the sense of satisfaction that comes from having created something interesting, exciting and new."

Purpose: WHY are we delivering this curriculum?

We believe that our curriculum must encourage pupils to...

- ❖ connect the outside world with the learning world of the pupils.
- ❖ help pupils understand how their learning fits in to the 'bigger picture'.
- ❖ teach pupils how they learn and why knowing things is important.
- ❖ inspire a 'love of learning'.
- ❖ understand that our school community is the soul of our society and that we are all responsible for it.

Intent: Our aim is to plan and teach an inspiring and memorable curriculum that provides pupils with powerful knowledge. To set the scene for learning that is active and teaching that is inspirational.

We seek to implement this by delivering great lessons informed by cognitive science; great explanations; core knowledge and concepts, hinterland illustrations (the examples, anecdotes that pupils don't need to remember accurately but provide the richness of their understanding and contribute to the richness of their understanding); lots of retrieval practice, frequent low stakes quizzing and dual coding; as well as explicitly teaching pupils how to learn and develop metacognitive strategies.

Curriculum framework – the documents (NC/Policy/LTP) that outline the structure of the curriculum and its purposes. <i>WHAT content will be taught and what will be learned</i> Subject Rationales and Progression Documents determine this.	Curriculum Provision – the systems and structures established in our school to organise teaching. <i>HOW this will be achieved</i> * Clear and precise timetabling * explicit and thorough organisation * effective groupings * planning formats/journaling etc. * planning processes – Progression of learning, Subject Rationales to inform project planning, mixed aged classes, MOE, Project led approach, Curriculum drivers, knowledge organisers, retrieval practice, assessment and interventions. * mastery – developing expertise in subject matter * curriculum pace – subject's foci in different terms to ensure breadth of coverage. * SEND – consideration for vulnerable groups -ensuring that our curriculum is accessible for all pupils * non-negotiables (feedback & marking policy/presentation and high expectations/displays of pupils work and the impact of the learning environment on learning.)	Pedagogy – teaching strategies and learning opportunities planned to achieve the aims and fulfil the planned curriculum framework. <i>HOW we will teach and How pupils will learn.</i> * teaching methodologies * cognitive science * planning * stimulus * knowledge organisers * vocabulary & etymology * core learning * hidden curriculum	Assessment – the methods used to judge the extent of our pupil's learning. <i>The word assessment is derived from the Latin to 'sit alongside'. The process of gaining an insight into what our pupils know, understand and can do as a result of what we have taught them.</i> *Formative assessments: afl to ascertain whether pupils have 'got it' and to what depth. Informs where the learning and work needs to go next. Retrieval Practice-low stakes quizzing *Summative assessments SATs/NFER/White Rose/standardised assessments/internal & external moderation. *Evaluative assessment– has our teaching been effective? Pupil interviews
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Whose curriculum is it? Who is it for?

**Important to consider the dichotomies*

Knowledge V Skills is better seen as the balance between different types of knowledge that are all essential for a meaningful education.

We believe Knowing THAT something (Declarative Knowledge), knowing HOW something (Procedural Knowledge) and knowing and understanding how the structures and approaches to inquiry all come together to provide an all rounded 'outcome of learning'.

Teachers at Tealby will both teach directly and facilitate inquiry learning depending upon the nature of the task being undertaken. Balance and relevance are crucial.

We aim to create a curriculum that creates the conditions for these skills to develop alongside the acquisition of knowledge because we can't learn, develop or practise a skill without applying it to a piece of knowledge...

and, if we attempt to teach children the knowledge without concerning ourselves with the skill, then we are reducing the subject matter to nothing more than a 'body of facts' to be remembered.

Choice and organisation of curriculum content – our curriculum follows a themed approach, with project-based units providing opportunities to deliver the majority of the curriculum. It has relevance to the outside world when appropriate and encourages pupils to work as a team towards a specific outcome.

We have key drivers that focus the direction of our curriculum and key driving questions that are the spine of our project-based units.

Additionally, we use the core concepts of PSHE & R.E to centralise the two subjects and make them the heart of our curriculum.

"It's not about linking subjects with each other, but about finding the concepts that allow us to thread everything together."

Our Identity: What makes Tealby so special?

Pupil Voice – Empowerment	Community – the heart of our curriculum	Learning outside the Classroom	Enterprise
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1) A curriculum that stimulates creativity and ownership, where the children become experts and have autonomy of their own learning:

- creative themes/projects that the children find exciting - MOE/Contextualised Learning/Purpose/a sense of wonder is paramount
- rich curriculum - a rich mix of knowledge and skills
- the opportunity to learn from the point of view of an 'expert'
- pupils are encouraged to be creative and innovation is celebrated through the enterprise of their learning projects and within the life of the school.

2) A family-focused, community school where children, staff and parents support each other and are happy and content.

- pupil engagement is high
- children are happy and secure at school
- parents are happy with the learning at the school
- positive attitudes to learning.
- hands on learning opportunities are frequent
- pupil voice/pupil elect – assemblies, school meeting, buddies, ambassadors etc.
- the older pupils nurture and care for the younger pupils
- core values are at the heart of our school
- pupils are proud of their school and relish sharing their positive experiences
- all pupils are given the support that they need through different programs such as: ELSA, Friends, S&L

3) Ensuring that pupils experience enrichment opportunities beyond the core subjects are a priority for our school – learning outside the classroom.

- trips (near and far) that bring the world to life – Rand Farm Residential Y3, Edale Residential Y4/5, London Residential Y6, Young Voices, other day trips to enhance the projects & Pantomime etc.
- forest school/outdoor learning/wildwood craft
- music lessons – all pupils to leave the school being able to play at least the keyboard/recorder competently.
- Sporting opportunities are of a wide variety – frequent winners in local tournaments
- opportunities to work alongside experts – RAH, Young Journalists, ROH,
- visits to the theatre, Royal Opera House, Royal Albert Hall etc.
- visitors to the school – GB Athletes, Animal Handlers, RAF, Religious Figures, Community Entrepreneurs, Sports Ambassadors, Charity organisations, NSPCC etc.

Concepts of Personal Development

Adversity	Consequences	Freedom	Passion	Spirituality
Beauty	Creativity	Friendship	Peace	Stewardship
Belief	Democracy	Happiness	Poverty	Strength
Belonging	Discrimination	Identity	Power	Sustainability
Care	Diversity	Individuality	Pride	Tradition
Change	Dreams	Influence	Protest	Transformation
Choice	Duty	Integration	Truth	Resilience
Class	Equality	Judgement	Reform	Responsibility
Cohesion	Failure	Justice	Sacrifice	Rights
Common-good	Fairness	Love	Trust	Weakness
Community	Faith	Loyalty	Value	Wealth
Compassion	Fear	Media	Virtue	Well-being
Conflict	Forgiveness	Morality	Segregation	Wisdom
Consent	Free-will	Oppression	Service	Prejudice

Our School's Values and Virtues:

Our Core Values		
COURAGE	EXCELLENCE	DETERMINATION
RESPECT	INSPIRATION	COMPASSION

Our curriculum will address critical questions about human character in Britain. Our curriculum will promote, build and strengthen character virtues in the contexts of the family, school, community, professions, voluntary organisations and the wider workplace. We believe that character is founded by the core human virtues, such as courage, justice, honesty, compassion, gratitude, generosity and humility. These values will be a part of everything we do in school and children will learn to understand and recognise their significance through: assemblies, Core Concepts, PSHE, R.E, Sport, purposeful learning in class about the wider world.

Celebration Assembly – recognising the academic and personal achievements of all pupils.

Basic skills: the core essence of what we want our pupils to achieve.		
• To Speak clearly and confidently convey ideas • To read and communicate ideas in writing efficiently and effectively • To calculate efficiently and apply skills to solve problems • To use new technologies confidently and purposefully		
Generic skills: the skills needed to become an effective learner		
Active Learning: A desire to learn • To seek out and enjoy challenges • To collaborate with others • To show commitment and perseverance • To assess themselves and others	Creative Thinking: • To ask questions to extend thinking • To generate ideas and explore possibilities • To overcome barriers by trying out alternatives and adapting or developing ideas. • To use metacognitive strategies: 1. Activating prior knowledge; 2. Explicit strategy instruction; 3. Modelling of learned strategy; 4. Memorisation of strategy; 5. Guided practice; 6. Independent practice; 7. Structured reflection	

We use Knowledge Organisers to help or pupils to succeed in their learning, we value the importance of understanding factual knowledge in the context of their classroom projects. We see knowledge organisers as a way to support this. With careful design and use of our knowledge organisers, they are a valuable tool to support the construction of schemas (blocks of knowledge stored in long-term memory). Additionally, we recognise the knowledge organiser as a valuable starting point for our curriculum design and a useful primer for those new to the topic.

How they are used:

Regular retrieval practice is important, because the evidence suggests active retrieval aids later retention. This can take various forms, e.g. low-stakes quizzes during lessons, or writing down the dates for key events in a timeline from the KO. It could be free recall, where students write down everything that they can remember on the topic, before checking the KO, or perhaps filling in a blank (or partially blank) knowledge organiser. Testing will also identify gaps in knowledge, lead to more learning on the next study session and produce better organisation of knowledge (Roediger et al., 2011). We make every effort to ensure that the material included in knowledge organisers is elaborated upon, by relating it to additional knowledge associated with it, often in the form of ‘why and how’ questions. There is an element of retrieval practice contained in this strategy, known as *elaborative interrogation*, and it works by

Timeline of important events	
4.6 billion years ago	Earth is formed from colliding rocks in the universe.
3.5 billion years ago	Bacteria releases oxygen into the atmosphere and organisms can now live on the surface of the Earth.
500 million years ago	Fish evolve.
450 million years ago	Land animals evolve.
250 million years ago	Supercontinent Pangaea is formed and land animals and plants are common.
225 million years ago	Dinosaurs evolve.
65 million years ago	Huge asteroid hits Earth and kills off the dinosaurs—other mammal populations start to flourish.
4 million years ago	A hominoid called 'Lucy' lived in West Africa—she is our oldest ancestor.
130,000 years ago	Human evolve!
1831–1836	Darwin travels on HMS Beagle to the Galapagos islands and does a survey on finches. He develops his theory.
1850s	Darwin writes 'On the Origin of Species' about natural selection and evolution.

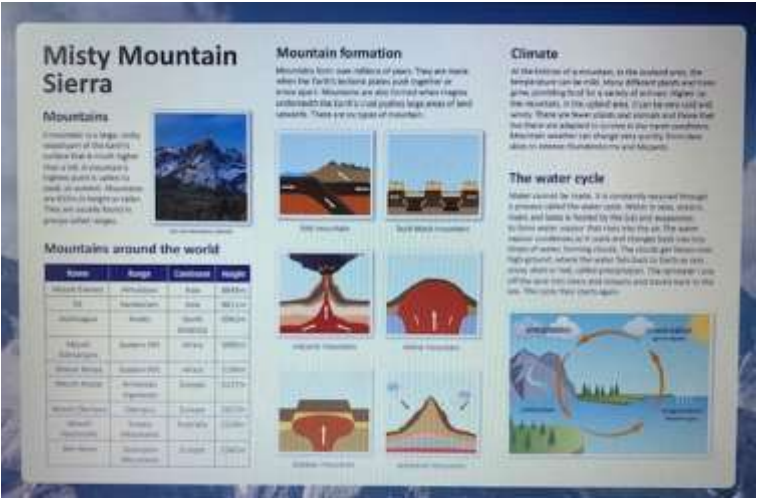
Influential people	
Charles Darwin	British biologist. Created theory of evolution by natural selection.
Alfred Russel Wallace	A British biologist and explorer like Darwin and came up with a very similar theory of evolution on his own at the same time as Darwin!
John Stuart Mill	French biologist. Realised species were changing but didn't know it was their genetics which was making this happen.
Carl Linnaeus	Swedish botanist. Came up with the naming system for species.

Key facts	
1	Living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
2	Animals and plants are adapted to suit their environment in different ways and adaptation may lead to evolution.
3	Living things have changed over time and fossils provide information about living things that inhabited the Earth millions of years ago.
4	Charles Darwin is best known for his contribution to the theory of evolution.

Key vocabulary	
Adaptation	The process of change so that an organism or species can become better suited to their environment.
Environment	The surroundings or conditions in which a person, animal, or plant lives.
Evolution	The process by which different kinds of living organisms are believed to have developed from earlier forms during the history of the earth.
Fossil	The remains or impression of a prehistoric plant or animal embedded in rock and preserved.
Inherit	To gain a quality or characteristic genetically from a parent or ancestor.
Offspring	A person's child or children / and animal's young.
Selective breeding	The process by which humans use animal breeding and plant breeding to develop selective characteristics by choosing particular plants or animals.
Characteristic	A feature or quality which a person, animal or plant has which is used to identify them.
Genetic	A characteristic which is passed on from parent to offspring.
Reproduction	The production of offspring by either a sexual or asexual process.

Natural selection	Adaptation	Evolution	Variation	Speciation
When environmental factors like food and temperature are better suited to one group in a species over another, that group has more offspring who survive. Their offspring will have the same genetic characteristics so they too will survive better and have more offspring. As this continues, this species as a whole is made up of mostly the ones who have these genetic characteristics and so the population has changed so they all survive better in their environment. Those who don't die off! This species has evolved.	A characteristic which makes the organism well suited to their environment. It could be helping them with the climate, type of food they can eat or how they travel around. It means they are more likely to survive and have offspring who survive. If the environment changed and this adaptation was not helping, this could become a disadvantage and could lead to them not being suited to their environment and they could become extinct.	The process of species changing over time to suit their environments. Due to Natural Selection, the species start to all be adapted and only those adaptations which are good for surviving in a specific environment are left. This can make the species look or behave in a different way than they used to. Evolution happens all the time to all species but changes in how they look and behave only become noticeable over hundreds of thousands of years.	Species have different genetic characteristics or traits. Variation is the list and range of all these differences for one part of them. It could be in the things they eat (or can't eat), the length of their wings or shape of their beaks. Even slight differences can have a large impact on the chance of survival of that individual. Over time, as natural selection acts on the species, the variation of some characteristics becomes more narrow and the species evolves.	Sometimes, as a species are evolving and their genetic traits become more narrow and well suited to their environment, they become so different from their original species that they become a new species. This new species has enough differences in its genetics to be considered new. This happens all the time and is the reason humans are humans and not still considered apes. Apes are our ancestors but we evolved with so many changes that we are now our own species. Species do not evolve backwards into their ancestor's species.

ensuring that there is some sort of active understanding and meaningful consideration of what is being learnt (Willingham, 2014). Building complex schemas requires knowledge to be connected, so that this can be used when learning X by asking, ‘How does concept X relate to concept Y?’



INVESTIGATING Autumn Term: Focus on Geography, Science & D.T.	DISCOVERING Spring Term: A focus on History & RE	CREATING Summer Term: A focus on the Arts and Music
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An example from the progression and assessment document:

Science 'Investigate'		Progression of Learning
It is our vision to distil a lifelong love of science within our pupils. Science has changed all of our lives and is vital to the world's future prosperity. We work hard to provide a rich and varied curriculum to challenge and meet the needs of all our children. We intend to provide all children regardless of ethnic origin, gender, class, aptitude or disability with a broad and balanced science curriculum. We believe all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. We promote and celebrate this learning. We want our children to be knowledge rich with a broad vocabulary - scientific language is to be taught and built upon as topics are revisited in different year groups and across key stages. Opportunities for 'Retrieval Practice' will be planned in explicitly - we want pupils to remember what they have learned. From Reception to Year 6 we aim for our pupils to build up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. This progression of learning shows their learning journey. We provide our children with wider opportunities in science and make links to other subjects when appropriate. Teachers plan and challenge all our pupils, building on their existing schemas and using the progressive curriculum plan, unique to our school and our needs, to develop scientific learning.		
Themed Skills: • <i>Recognise their roles as Global citizens</i> • <i>Communicate their learning in relevant ways</i>	Themed Skills: • <i>Recognise that they can impact their environment and community</i> • <i>Show a commitment to justice</i> • <i>Show empathy</i>	
		

	PLANTS	ANIMALS, INCLUDING HUMANS	EVERYDAY MATERIALS	SEASONAL CHANGES	LIVING THINGS AND THEIR HABITAT	ASSESSMENT	
Y1	*Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees * Identify and describe the basic structure of a variety of common flowering plants, including trees	*Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * Identify and name a variety of animals (fish, amphibians, reptiles, birds and mammals including pets) * Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	*Distinguish between an object and the material from which it is made * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock * Describe the simple physical properties of a variety of everyday materials * Compare and group together a variety of everyday materials on the basis of their simple physical properties	* Observe changes across the 4 seasons * Observe and describe weather associated with the seasons and how day length varies.		EMERGING	*Begin to ask questions to clarify thinking about why something happens *Begin to describe observations using some basic scientific vocabulary *Observe aspects of science and begin to identify simple patterns
						EXPECTED	*Begin to use observations and basic research to develop a response to an enquiry question *Begin to develop ways to collect and record data *Reflect on what they have observed and begin to give explanations using a developing range of scientific vocabulary. *Begin to generate simple conclusions based on observations and investigations
						EXCEEDING	*Begin to categorise ideas or statements into things that can be investigated and things that can't (Introduce terms enquiry and investigation) *Begin to apply simple measuring equipment to record observations in an investigation (can be non-standard units) *Begin to use previous knowledge to predict the outcome of a simple scientific investigation *Begin to summarise their observations using some basic scientific language

	LIVING THINGS & THEIR HABITATS	ANIMALS, INCLUDING HUMANS	EVOLUTION & INHERITANCE	LIGHT	ELECTRICITY	ASSESSMENT	
Y6	*Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals *Give reasons for classifying plants and animals based on specific characteristics	* Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood *Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function *Describe the ways in which nutrients and water are transported within animals, including humans	*Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago *Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	*Recognise that light appears to travel in straight lines *Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye * Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes *Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	*Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches *Use recognised symbols when representing a simple circuit in a diagram	EMERGING	*Examine a range of different aspects of science, and suggest enquiry questions that identify further areas to be explored * Plan different types of scientific investigations and describe the variable that will change (Independent variable), the variable that will be measured (dependent variable), and the variables that will be kept the same. * Identify appropriate measuring equipment and make accurate and precise measurements (N, g, kg, mm, cm, mins, seconds, ml, L etc.)
						EXPECTED	*Record data and results using classification keys * Plan and carry out range of scientific enquiries that combine detailed observation, research and testing * Plan different types of scientific investigations, explain the variables that will remain constant, and outline the impact this will have on the investigation. *Analyse a range of different aspects of science, recognise relationships and ask questions to clarify understanding *Make their own decisions about what observations to make, and outline the measurements that will be made, how long to make them for and whether they should be repeated.
						EXCEEDING	*Generate and explore a range of questions (including both enquiry and investigative) that demonstrate an understanding of the functions, relationships and interactions of different scientific processes. * Plan different types of scientific investigations and reflect on the range of factors that impact on reliability. * Evaluate measurements and reflect on possible reasons for anomalous data or results that do not appear to fit the pattern.

Project Overview:

Through identifying core concepts, it allows us to decide which aspects of the curriculum content we might adopt, which bits we might adapt and which bits we might ignore

This is the 'hook' for the Mantle of the expert part of the project - an opportunity to provide pupils with a problem to solve or help with. This is the moment that pupils help to 'steer' the learning.

A good way to explore a concept is to use children's experiences and make connections to their world.

Class 1 Autumn Term – 'Investigating' (Science, Geography & D.T. focus)

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Darwin's Delights: "Progress, Flourish or Vanish"

Driving Question: Extinction: who decides?

Pupil Voice – Empowerment

Community – the heart of our curriculum

Learning outside the Classroom

Enterprise

PHSE project themes:

Taking responsibility
Respecting other people's ideas.

Core concepts for this project:

Belief, Change, Fear, Identity, Faith, influence, resilience.

Enquiry Question to launch learning:

Is change always a good thing?

What will you use to engage and hook the pupil's attention? Mantle opportunity?
-a box of specimens from the NHM
-a letter from someone asking for help encouraging young people to the NHM
-a jar (a specimen) left behind
-a diary extract from the Beagle
-an unfinished drawing – observations of the wildlife of the Galapagos
-fossilised remains...

Threshold concept questions:

How do individuals develop values and beliefs?
How do beliefs influence different people's behaviour?
Why do things change?
What makes us human?
How can we identify one person from the next?
Why do people fear change?
How do we decide what influences our decisions/ideas/opinions?

Ideas pupils need to understand to be able to access the knowledge in the project.

**This list is not exhaustive*

Links to R.E.

Being human – Who are we – what makes us human? Faith and belief in action (Christianity, Hinduism and Islam)
How does faith and belief affect the way people live their lives?

Community Links:

Consider roles/interests of people in the community – who could you involve in the project to support, guide, engage and motivate the pupils and possibly appraise their work at the end of the project. Connecting the project to the real world of work and sharing job opportunities etc.

Celebration of Learning:

How will we end our project? An exhibition, a documentary, a book launch...
To invite parents and/or people from the community that have helped us.

This Driving question has to be unpicked with the pupils. It allows the group to explore the key concepts and kick start the pupils' curiosities and desire to find out more, with the opportunity to develop further lines of enquiry. The importance here is that the pupils get to ask questions and offer ideas that 'drive' the learning.

Threshold concepts are what the pupils need to understand in order to fully grasp the bigger picture.

Our projects' culminate in authentic outcomes with a 'critical' audience – this celebration of learning can take on a variety of forms: an exhibition/a museum, a gallery etc.

This learning is shared with parents and stakeholders from the community and is a positive incentive. Links with the local community enhances this approach as by the time pupils reach year 6 they will have worked with a variety of different careers/models. Thus giving them a sense of understanding and appreciation of a range of occupations and professions. This results in an exposure to an incredible range of rich vocabulary. Our projects are bursting with language and a deep understanding of what it all means.

We are constantly developing the range of opportunities available to our children and surrounding them with people who have made a career out of their interests, talents and passions. This means they can develop a formidable range of language whilst at the same time experiencing what is out there in the world for themselves.

Subject Rationale: *an example from the History Rationale*

Context for learning: National Curriculum	Coherence of Core Concepts: what we are aiming to achieve	Threshold concepts: challenges/ barriers in pupils learning	Procedural Knowledge: what they will be able to do to understand the context	Declarative Knowledge: what we want pupils to know about the learning context.	Substantive Concept: key points that help pupils make sense of the substance of history and the context they are learning about	Vocabulary: list not exhaustive
A local history study – Y6 – WW2 a depth study linked to one of the British areas of study listed above **a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) **a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	Historical enquiry – *Using evidence *Communicating ideas About what can we infer from the past? *Cause and consequence – Events, decisions or developments in the past produce later actions, results or effects	* Making connections * What is omission? * What is a conclusion?	- Recognise primary and secondary sources. - Use, evaluate and link a range of sources to find out about an aspect of the past. - Suggest omissions and the means of finding out. - Use the knowledge gathered to work out how conclusions were arrived at.	1066: -Potential kings: Harold Godwinson, William of Normandy, Harald, Hardrada, Edgar Aetheling After William the Conqueror	Tax/ Country/ Estate-land	King, crowned, brother-in-law, claimed, right-to –the throne, powerful Saxon Earl, related, former, successor, fierce, warrior, descendant, strongest claim, previous, rebellion,
		* Order Y1-Y5 events on a timeline	- Place events, people and changes into correct periods of time. - Make comparisons between different times. - Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, decade	WW2: The second World war – summary Key leaders Evacuation The Home Front: -The Blitz -Air Raid shelters -Propaganda -Food and Rationing	Alliance	Axis, power, Allied-power, allies, effects, affected, leader, dictator, Prime Minister, President, Emperor, evacuation, evacuees, bombs, destroy, airfields, government, danger, the Blitz, sirens, civilians, air-raid-shelters, raids, propaganda, persuasion, shortages, ships, rationing, ration book, victory,
	Chronological understanding – What happened and when?	* Order Y1-Y5 events on a timeline	- Place current study on a timeline in relation to other studies, to sequence up to 10-events. - Use relevant dates and terms related to the passing of time.	WW2: The Second World War Timeline: -Before -During -After Anne Frank	Military	leader, Nazi party, troops, treaty, occupy, empire, invades, vulnerable, prisoners of war, surrender, victory, Jews, diary, experiences, persecution, transportation, concentration camp, hiding, concealed,
		* Reasoning * Justification * Bias * Interpretation	- Identify and describe reasons for and results of historical events, situations and changes within and across different periods. - Give reasons for and results of the main changes and events. - Show some understanding that aspects of the past have been represented and interpreted in different ways.			



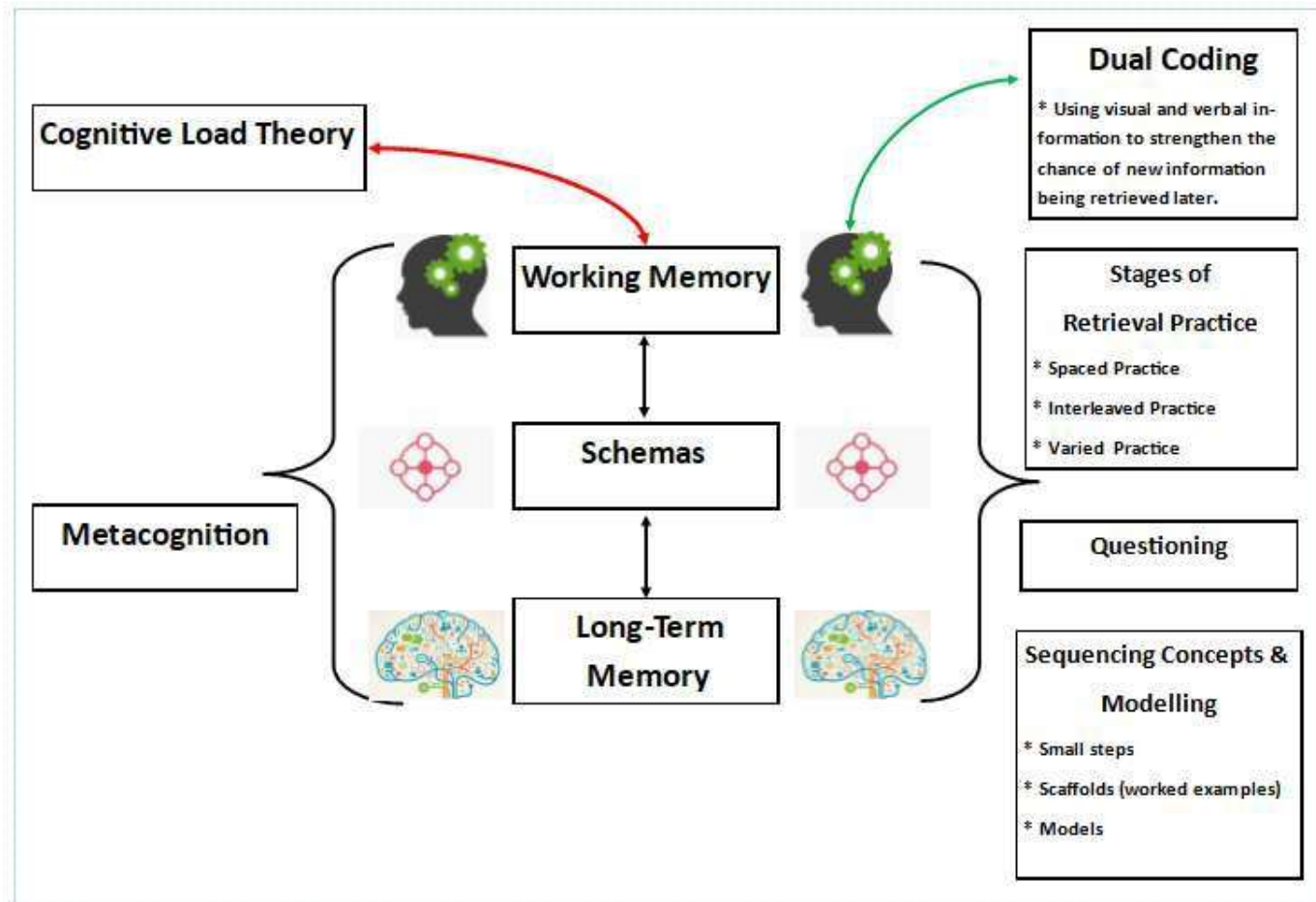
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	Continuity and change - Some things change over time and others remain the same. *Similarity / Difference within a period/situation (diversity)	* What does it mean to believe? * What is a belief? * How do beliefs influence people? * What is cause and effect?	- Find out about beliefs behaviour and characteristics of people, recognising differences in views and feelings. - Compare beliefs and behaviour with another time period studied. - Use evidence to support and illustrate an explanation on the causes and effects of a past event.	WW2: Battle of Britain	Conflict/War	Battle, air force, invasion, planned, military, land, air, sea
		* What drives human behaviour?	- Study different aspects of life of different people (men and women) - Examine causes and results of events, and the impact on people. - Compare an aspect of life across early and late times studied			
	Significance - Importance of an event, development, individual or group Empathy - Developing an understanding of another's views, life and decisions made	* What role does society play in events in the past?	- Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them. - Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. - Recognise the past is represented and interpreted in different ways, and give reasons for this.	WW2: The Home Front: -The Blitz -Air Raid shelters -Propaganda -Food and Rationing Anne Frank	Nationality/ Power	evacuation, evacuees, bombs, destroy, airfields, government, danger, the Blitz, sirens, civilians, air-raid-shelters, raids, propaganda, persuasion, shortages, ships, rationing, ration book, victory,
		* Primary * Secondary * What makes something relevant? * Inference	- Begin to identify primary and secondary sources. - Select and combine relevant information from different sources. - Use the evidence collected to build up a picture of life in the time studied.			

Our curriculum is continuous.
Not just a sequence or a chronology,
but,
a narrative – a narrative over time.

A good narrative has the effect of keeping multiple strand 'spinning' at once, therefore earlier stage of learning stay in pupils' memory longer. This means that they form the 'backdrop' through which we interpret new learning.

So, with knowledge being so important and imperative to achieving Mastery, we must consider carefully our effectiveness at the planning stage.
We will help all our pupils to be better learners using the model below.



Pupils remember material more easily if they know something about the content already. Knowledge is planned explicitly before the critical thinking of a project gets underway to ensure that it makes links/connection (schemas) with the information stored in pupil's long-term memory, which is then added to their LTM and frees up room in their working memory.

