



At Royles Brook, we deliver a fun, relevant, stimulating and challenging curriculum for each and every pupil. Our curriculum is organised to ensure that we provide pupils with all the statutory requirements set out by The National Curriculum as well as tailoring our curriculum to ensure that it is personalised and very well-suited to pupils needs.

Impact

Children can apply historical knowledge gained to the local area and apply to their daily lives.

Implementation evidenced through pupil interviews, book scrutiny, creative assessment moderation etc.

Implementation

Children make links across the curriculum through topic-based learning.

Creative assessment approach.

Pre and post assessment grids (KWL) at the beginning of topics to showcase knowledge learnt during topics.

Intent History

We have designed our history curriculum so that learners at Royles Brook have a solid foundation and broad overview of important historical periods locally, nationally and worldwide in accordance with the National Curriculum.

We intend for pupils to become historians who develop a love of learning about history and build historical knowledge through fun and challenging lessons.

Children at Royles Brook will be inspired to ask perceptive questions; be curious about key events in the past; judge evidence presented to them; develop a secure sense of chronology; study significant individuals; examine sources and artefacts; see that history is diverse and learn technical vocabulary.

Minimum of 6 lessons taught per topic.

Topic related and golden vocabulary for each topic.

Committed history leader who maintains standards and the development of teaching and learning.

Use of timelines to embed chronological learning.

Variety of sources used and analysed.

Knowledge organisers for pupils and teachers which include vocabulary, key questions and information on what children will learn.

Clear evidence that pupils have made progress and attainment in line with the national curriculum.

Pupils show enthusiasm for their learning and who can talk confidently about history.

Children can use a range of sources to support their learning and think critically about the reliability of them.

Pupils can use their learning to compare and contrast different periods of time/societies/eras.

Pupils demonstrate clear understanding and application of historical vocabulary.

Historical skills are applied across the curriculum

Local history visits.

Visits (museums, art galleries etc.) and/or visitors for each topic to help bring learning to life.

Continuous progression of skills and knowledge over time.

Carefully sequenced lessons.

Pupils can recall basic facts about their topic.

High quality first teaching taking place.