

Curriculum Statement:

“History is not a burden on the memory but an illumination of the soul.”
Lord Acton - author of the Hlstory of Freedom

The Greenvale Offer:

National Curriculum:

Pupils learn the knowledge and skills required of them to be academically successful, building upon their individual starting points.

Inclusion / Diversity:

At Greenvale we strive to ensure that every member of our school has equal access to our curriculum. Where necessary, activities are adapted to meet these needs so that all are able to succeed in what they do.

Greenvale champions diversity, ensuring that our curriculum is reflective of our community.

Values:

Pupils are able to apply our six school values to all aspects of our curriculum. These values form the foundation of our learning at Greenvale.

Our school values consist of:
*Respect, Kindness,
Co-operation, Responsibility,
Resilience and Courage.*

Community:

We are a hub of our local community and seek opportunities to enhance our offer where possible.

This includes links to our Forest School, The ARC Centre, places within our local community as well as the use of visits / visitors to broaden and develop opportunities and experiences for our children.



<p style="text-align: center;">Intent (What do we want our children to know and be able to do?)</p>	<p style="text-align: center;">Implementation (What will it look like in the classroom?)</p>	<p style="text-align: center;">Impact (How will this be measured?)</p>
<ul style="list-style-type: none"> ● To inspire and instil a lifelong curiosity in children about the past; both people and events, in Britain and abroad. ● To understand the significance of historical events. ● To use and develop a range of historical enquiry skills; these include asking questions and interpreting a range of sources. ● For children to have an interest and awareness of progress and change, local history, significant people, significant events and everyday life. ● For children to develop a chronological understanding of history up to recent times. ● For children to be able to make links between historical periods, making comparisons between them. ● To provide children with an understanding of history local to our area. 	<ul style="list-style-type: none"> ● Lessons are taught through a topic-based approach and have been selected in order to engage and inspire our children. ● Topics are taught with reference to their place within the chronology of previous learning. ● Topic displays will reflect the learning journey, including new and prior knowledge, skills and vocabulary. ● Each classroom is stocked with non-fiction books, linked to the topic covered. ● Teachers use a range of resources (including the use of technology) and artefacts to enhance lessons. ● History themed workshops and school trips provide our children with a hands on, real life experience of their learning. ● Historical links are made across the curriculum, exploiting links for wider application of learning. 	<ul style="list-style-type: none"> ● Teachers assess children's knowledge skills and understanding throughout topics. ● Mind maps are used to reflect and show connections between newly acquired knowledge. ● Historical skills are assessed at least twice within a phase (every two years). ● Children demonstrate their understanding of historical concepts through flash stories, using key vocabulary taught as part of the topic. ● All children are expected to be able to identify and discuss their learning - This is monitored through pupil book study.

