

Our Curriculum

History

British Values

At Hayfield Cross, these values are regularly promoted through high quality teaching, a rounded programme of assemblies and a positive behaviour policy as well as through SMSC development through relationship and health education. This gives pupils opportunities to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Specifically in History,

Democracy is explored through a historical lens exploring the impact of change over time. We encourage a democratic classroom where all of the children have an equal right to be heard and democracy is modelled by the teacher and expected of every child. The children will consider what it was like for individual and groups of people during different periods of time and consider themselves in the position of others and understand the concept of fairness.

Respect is taught and given when the children are expressing their opinions and beliefs through different historical periods of time. Children are guided and encouraged to show respect to each other's beliefs, feelings and opinions and each child is given a safe forum to share these in with the expectation that these must be listened to. When discussing what it means to be British and how this is demonstrated in different historical time periods, children can celebrate our heritage whilst embracing the ties which bind us together.

Tolerance is encouraged in the classroom as the children consider questions about identity and belonging when learning about different religious beliefs during different historical periods. When comparing people during different time periods and how they lived, the children will consider the effects of religion on their lives and the impact on society.

Children will explore their own **individual liberty** in terms of exploring their own career paths within History and surrounding the subject. Through looking at historical sources, children will balance past events through the lenses of people's individual liberties against the balance of the greater good.

In History pupils examine different codes for living and consider the value of the **rule of law** where all people are equal before the law. Children throughout the history curriculum look at the role of parliament and taught how the **rule of the law** is fundamental to our society and the effects if it is ignored. Crime and Punishment is taught in Yr 6 and the children explore the changing nature of law within Britain, and assess the morality of punishments from Anglo-Saxon Britain to modern day as we know it.

BE BRAVE

At Hayfield Cross Church of England Primary School, we intend to build a 'BE BRAVE' History curriculum inspired by our school vision (Joshua 1:9) which captures and drives children's curiosity of understanding the past, igniting the minds of our young historians to reflect, explore and discover an understanding of British history and that of the wider world, with an acknowledgement that God is with us in our learning journey. We strive to fulfil the requirements of the National Curriculum for History by providing: a broad, balanced and differentiated curriculum, ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for History.

History lessons should be **Buzzing** with pupil **Engagement** through an enquiry based and child led teaching style. This will enable the children to make sense of the world they live in and their belonging in ever evolving history. The children will **build upon prior learning** from previous year groups, identifying the changes from different periods of time and evaluating their impact in society. This will be in the form of themes, threading and interweaving the children's knowledge to allow similarities and comparisons to be made. Children are encouraged to be **resilient** in mastering the key skills required in History. Extension opportunities encourage the children to build their self confidence in applying the knowledge they have learnt to open ended questions. This allows the children to **aspire** to a deeper level of understanding. Lessons are rich in Historical **vocabulary** and children are encouraged to use the correct terminology. Relevant words are on the classroom enquiry board with their definitions clear. This allows the children to use and apply these words within their verbal written explanations. Assessment for learning is monitored regularly throughout History lessons via questioning, reflection opportunities and class discussions allowing time for a **evaluation** of knowledge taught. Brain boggling and light bulb tasks also evaluate the progress the children have made throughout a topic whilst challenging some children to apply a deeper understanding to answer mastery style questions.

Reading, Writing & Maths

At Hayfield Cross, the relationship between Reading, Writing and Maths and History is intrinsically linked.

The children will take part in discussing and taking part in conversations about history topics appropriately and understanding the point of view of others as well as develop an understanding of topic specific vocabulary. Our children will build range of rich vocabulary that reflects their experiences and they will be given an opportunity to use, develop and embed new words, and utilise these in a range of contexts. Through enquiry based learning, children are expected to predict what might happen from details stated and implied, using relevant evidence from sources. Children are also taught to confirm and modify predictions in light of new information and summarise key information drawn from a range of sources. Throughout their time at Hayfield Cross, the children will be exposed to a range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. Children are also expected to ask their own questions and raise their curiosity following a line of enquiry, making comparisons and drawing conclusions based on key information. At Hayfield Cross, our 'Be Brave' curriculum encourages children to perform in role plays, participate in sharing stories about a specific history topic and take part in mutually respectful debates and conversations about historical topics using rich vocabulary. The children are also taught to tell and write the time from an analogue clock, including using Roman numerals from I to XII supporting them in their understanding of how Britain has changed over time.

Our Curriculum

Geography

British Values

At Hayfield Cross, these values are regularly promoted through high quality teaching, a rounded programme of assemblies and a positive behaviour policy as well as through SMSC development through relationship and health education. This gives pupils opportunities to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Specifically in Geography,

Democracy is demonstrated in the classroom when the pupils are asked to think about their place in the world, how they can become the best possible citizens of tomorrow and create change for the better. Physical geography encourages children to think what impact their actions on the environment and human geography promote moral discussions about economy, poverty and human impact on the world. As well as this, the children look at different perspectives and respect the views of others. They think about local, national and global issues.

Individual liberty is considered think about how their actions can impact their own community. Moving beyond the classroom, several of our geography units require pupils to think about how they can live responsibly. Through debate and discussion pupils learn how to voice their opinion in a safe and supportive environment. The children compare similarities and differences between their lives and those of others around the world. We aim to disband stereotypes and foster a common respect for different countries and cultures by learning about them.

Mutual respect and tolerance is explored by using a range of different sources and can reflect upon why accounts may differ (eye-witness, newspaper reports etc) and are able to see the value in each account and are encouraged to explore the views of opposing sides. Pupils are encouraged to explore the different views through narrative, debate and discussion.

In Geography, children examine different codes for live and consider the value or the **rule of law** where all people are equal before the law. Children are given opportunities to explore and evaluate global issues such as climate change and extreme weather. The children will also investigate laws at t a local and global scale and how these can influence both physical and human layout of the landscape and contribute towards population decline and growth in certain areas.

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Geography lessons should be **Buzzing** with pupil **Engagement** through an enquiry based and child led teaching style. This will enable the children to make sense of the world they live in. The children will **build upon prior learning** from previous year groups, identifying the changes from different periods of times and evaluating their impact in society. This will be in the form of themes, threading and interweaving the children's knowledge to allow similarities and comparisons to be made. Children are encouraged to be **resilient** in mastering the key skills required in History. Extension opportunities encourage the children to build their self confidence in applying the knowledge they have learnt to opened ended questions. This allows the children to **aspire** to a deeper level of understanding. Lessons are rich in Geographical **vocabulary** and children are encouraged to use the correct terminology. Relevant words are on the classroom enquiry board with their definitions clear. This allows the children to use and apply these words within their verbal and in written explanations. Assessment for learning is monitored regularly throughout Geography lessons via questioning, reflection opportunities and class discussions allowing time for a **evaluation** of knowledge taught. Brain boggling and light blub tasks also evaluate the progress the children have made throughout a topic whilst challenging some children to apply a deeper understanding to answer mastery style questions.

Reading, Writing & Maths

At Hayfield Cross, the relationship between Reading, Writing and Maths and Geography is intrinsically linked.

The children will take part in discussing and taking part in conversations about geographical topics appropriately whilst understanding the point of view of others and their community. Our children will build range of rich vocabulary that reflects their experiences and they will be given an opportunity to use, develop and embed new words, and utilise these in a range of contexts. Through enquiry based learning, children are encouraged to make sense of the world that they live in by asking their own questions and raising their curiosity. At Hayfield Cross, our 'Be Brave' curriculum encourages children to apply aspects of numeracy in Geography. Basic map-skills involve several such as co-ordinates and scale. The children will also be taught how to identify and analyse measurements such as temperature as well as use numbers for coordinates to find grid references and contextually numeric data to give a sense of scale and importance e.g. rainfall totals; value of trade; population numbers.