



Intent

The curriculum at Ling Moor Primary Academy is aligned to the vision of the Priory Federation of Academies and driven by our passion to empower potential, in order to improve the life chances of pupils so they become citizens of the world.

It is designed to encourage the development of the Priory values: wisdom, curiosity, generosity, courage and passion alongside meeting the specific needs of our community. Pupils study the full curriculum as exemplified by the National Curriculum. The curriculum at Ling Moor is designed to ensure that all children have the academic and social aspiration to be true citizens of the world. Key drivers of the curriculum are aspiration, academic opportunity, appreciation of diversity and understanding of their impact upon the world.

There are four clear strands to our curriculum:

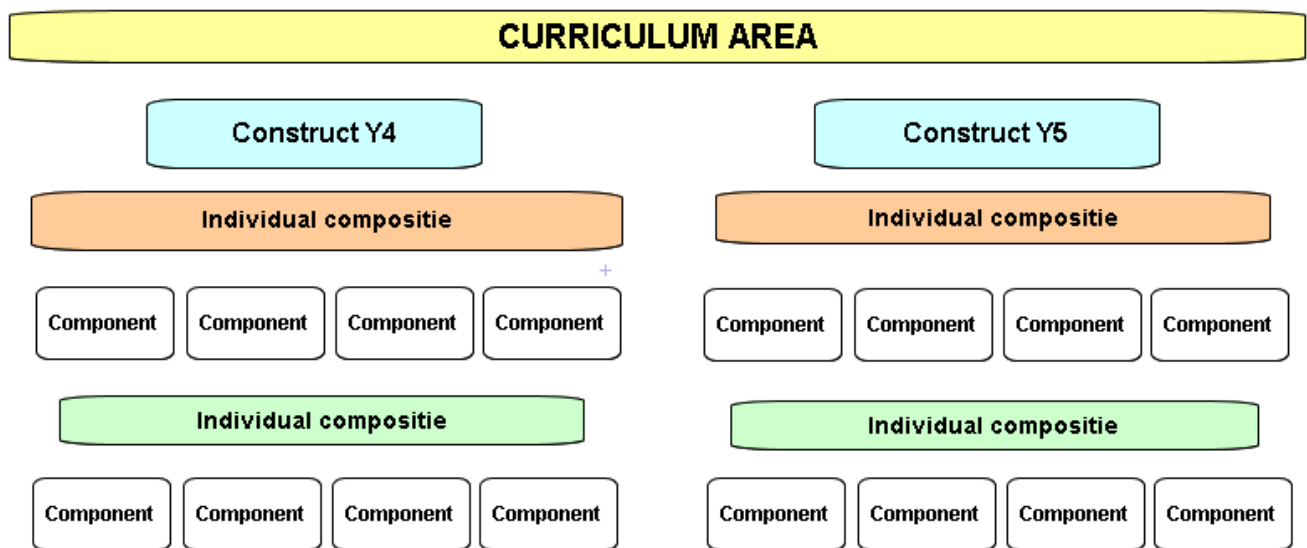
- Children develop the skills to be a life-long learner enabling them to be successful in the next stages of their education and the confidence to become citizens of the world – A Ling Moor Learner. *They have curiosity, courage and passion.*
- Children understand what it means to contribute to the success of a community – The Ling Moor Family. Their participation in community empowers them with British values and is rooted in Spiritual, Moral, Social and Cultural responsibility. *They are generous.*
- Children develop a skills and knowledge base fitting of a broad and balanced curriculum. This empowers them with the knowledge and skills to be successful. *They have curiosity and wisdom.*
- Children develop a core English and Mathematical set of skills resulting in a depth and security of mathematical and linguistic concepts. *They have curiosity and wisdom.*

Our History curriculum ensures children are able to act as Historians and ensures that they have developed a clear knowledge of the History taught. The children will have:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Implementation

The curriculum is underpinned by clear constructs that are the pillars of the curriculum area. Each construct is made of multiple composites (the key areas of knowledge and the key areas of skills each child will need to learn in order to master that strand of the curriculum). The knowledge and key areas of skill are listed as the key curriculum components.



The curriculum is carefully planned and sequenced to ensure that children develop a secure knowledge base through opportunities to retrieve key knowledge. A simple sequence of retrieval practise: fluency (basic questions), reasoning/problem solving (advanced questions) and elaboration (deeper questions) should exist in all learning.

The constructs, composites and components that provide the Long Term Learning Structure for History are included within this document.

Sustained mastery: Nothing is learned unless it rests in pupils' long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore answers two main questions: 'How well are pupils coping with curriculum content?' and 'How well are they retaining previously taught content?'

Our History curriculum design is based on evidence from cognitive science; three main principles underpin it:

- learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time. Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practise for previously learned content.

Visitors to the Academy and visits to museums and site of historical interest help the children experience 'hands on' learning, enabling them to experience artefacts and learn from Historians.

Impact

As historians, at the end of each Milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; some pupils have a greater depth of understanding.

