



The Costessey Curriculum

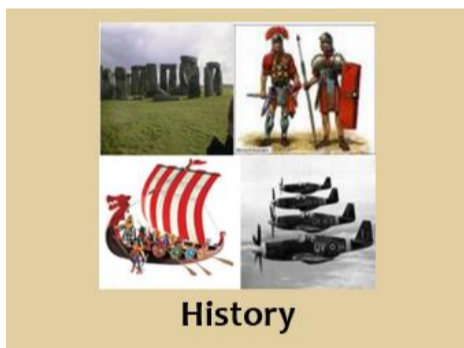
Intent

At Costessey Primary School we instil ambition for all through **discovery, exploration** and **creativity**. We seek to build the academic, social, emotional and economic skills to prepare children to take up their full place in our ever-changing world.

We continually strive to bring **real-life experiences** and opportunities into the curriculum and immerse the children within their current theme and make learning relevant.

Our Knowledge, Skills and Understanding documents are designed to ensure that the skills required of our pupils build year upon year, allowing our pupils to leave KS2 already familiar with the reach of individual subjects and ready to take on the challenge of a subject-based timetable at secondary level.

History at Costessey is used to further develop our children's understanding of the world around them. It is our aim to celebrate not only local and British history but also to compare Britain to other cultures at different times throughout history, such as the Shang Dynasty in Year 3. We want our children to be inquisitive about how history has impacted the present, for example in Year 4 we explore the impact of Roman Britain and compare our lives to that of a child from that period. We also want children to have an understanding of their own chronology and identity by exploring different time periods, dates and famous historical figures. We aim to use a range of sources throughout our curriculum to help inspire our children to ask questions and discuss different topics, supported by some historical visits such as to Norwich Castle, Colchester Castle and Duxford Imperial War Museum.



Implementation

The academic year is divided into the history-heavy 'Discover' autumn term, the geography driven 'Explore' spring and the arts-based 'Create' terms. History is taught creatively and with many methods of recording lessons encouraged across all year groups. We aim to provide an interesting and varied curriculum which allows children to explore many periods of history and different historical figures. In KS1, key events and historical figures are explored while children in KS2 follow history in Britain and around the World chronologically, beginning with The Stone Age in Year 3 and culminating with Year 6 children diving into World War II. Where appropriate, children enjoy exploring different artefacts and sources as well as workshops and visits to excite and instil a love for learning the subject.

Medium Term Plans are written by the Subject Leads to ensure the necessary coverage and progression as set out by the Knowledge, Skills and Understanding documents. For History, long-term overviews come from the National Curriculum and the Knowledge, Skills and Understanding progression document, which was drawn up using supporting documents from Focus Education, the National curriculum and Historical Association documentation. Year group teams are therefore freed to invest their time in the creation of quality lesson resources tailored to their cohort and incorporating a level of challenge to stretch the more able.

The emphasis on vocabulary will be clear from Medium Term Plans and through the use of Knowledge Organisers for each term.

In History, we aim to grow ambition through regularly discussing potential future careers, for example sharing information on how an archaeologist works (see Year 3 Lesson Can I think like an archaeologist?). Children at Costessey also engage in historical study about contrasting cultures to Britain which helps to broaden their knowledge and understanding of a variety of places around the world. Teachers are actively encouraged to present a diverse selection of historical characters where possible (examples are detailed on

MTP) such as Mary Seacole in Year 2 alongside a study of Florence Nightingale and investigating the role of soldiers from other areas within the commonwealth during their study of WW2.

The daily visual timetable in all classes from Y1 to Y6 informs pupils of what subjects will be studied when. A matching image plus explanation of the activity context in Curriculum Books allows pupils to see at a glance the development of work in each curriculum area. There are separate exercise books for English, maths, maths meetings and science. All other subject work belongs in the Costessey curriculum Book with the exception of art, which belongs in sketchbooks.

All sessions have a learning challenge question, which children are encouraged to revisit and self-assess against at the conclusion of the session.

For discussion or practical based sessions, the record in books may be photographic, showing the practical activity in progress or an image of the class flipchart / screen to which ideas have been contributed. In this way, pupils will be reminded of the work they have undertaken and be able to talk their way through their complete learning journey.

AfL and the regular revision of activities and resources is an integral part of our teaching. Sessions begin with a 'retrieval task' which revisits learning from previous lessons and previous years and is recorded in books. Sticky Knowledge Quizzes (with the key content identified by Subject Leads) are conducted every four weeks. Where pupils show that key concepts are not yet sticking, further activities will be provided to enable them to make the necessary progress.

Teachers will alert subject leaders and the senior leadership to any areas of concern as they arise. Subject leaders will conduct regular book looks in order to be able to provide swift support where necessary, assessing the appropriate level of challenge and adjusting as necessary. Teachers and subject leaders will work together to identify those pupils who would benefit from an additional level of challenge.

Medium Term Plans will be reviewed at the end of each term with a view to making any adjustments as necessary before the next cycle. Even where all sessions have been deemed successful, subject leaders will still review plans in the light of the next cohort, taking into account any specific needs or challenges presented by that particular year group.

'Subject evaluation' days will take place throughout the year, involving the Subject Leader, member(s) of the Senior Leadership team and including pupil interviews plus visits to lessons where possible.

Outside of the Discover term, regular use is made of the timelines that feature in all classes. These timelines assist children to place other events within their growing chronological framework. Collective Worship regularly features on the anniversaries of key historical events, plus prominent individuals from the past.

Impact

As our curriculum is a progression model, children who are succeeding with the challenges provided in each year group can be deemed to have made progress from the previous year.

Teachers will be aware of the learning journeys that their pupils are on and be able to provide examples of where they have adapted or deviated from plans to meet needs, evidencing that adaptation with work in books.

Work in books will show that children take pride in their work. Activities will be able to be tracked through a coherent sequence of lessons and misconceptions will be addressed with further activities. Subject specific vocabulary will be evident in pupil work.

Where children find it difficult to record their thoughts in written format, alternative recording methods (e.g. video / voice recordings on Seesaw; use of an adult as a scribe) will capture their progress in a subject.

Pupil voice interviews will reveal children who are able to talk confidently about what they have learned. They will be able to talk about the specific features of different subjects and demonstrate an understanding of how what they are studying now builds upon what they have studied previously, as well as where their studies will take them next.

Children will be able to explain how they receive feedback from their teachers and how they know what it is they need to work on next.

The quality of written work in Curriculum Books will be brought into line with the quality of written work in English books. Pupil work on display in classrooms and corridors will celebrate pupil success and showcase the range of opportunities that Costessey Primary School provides.