



Our Curriculum Intent, Implementation and Impact Model

What is the P.U.R.P.L.E Curriculum?

P.U.R.P.L.E. is an acronym which stands for the qualities that we believe all children need to possess to be successful in life. It doesn't just involve implementing a series of learning experiences, but is a complete values set that encompasses everything that we do. It shapes every minute, of every day, for every child in every class at the school. Our aim is that every single child leaves our school, equipped with a toolbox packed full of knowledge, skills and experiences that enables them to confidently shout: 'I AM P.U.R.P.L.E.'. Our Curriculum Intent, Implementation and Impact Model describes how we plan to achieve that. Staff, children and governors at Littleton Green Community School have all contributed to this document. This is how it applies to History.

How do children become P.U.R.P.L.E in History?

<u>PROUD: I am Proud. I am proud of my work and the effort that I have made to produce it.</u>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
We aim to	The P.U.R.P.L.E Priority for 19-20 will be ensuring that	As Historians we will:	We want the impact to be that:
<ul style="list-style-type: none"> Provide lots of opportunities to celebrate very high quality work. Provide lots of opportunities to celebrate effort. 	Children are taking pride in the work that they are producing and the effort that they have put into achieving it, and this is being celebrated by all adults.	Hold moderation meetings once a block to ensure that high standards of presentation are maintained in History.	Work scrutinies, pupil interviews and learning walks show that all children and adults demonstrate the Proud value in every lesson
		Use Class Dojo, P.U.R.P.L.E assemblies and a termly Celebration Exhibition to celebrate work and effort.	

<u>UNIQUE: I am Unique. I am an individual who offers many talents. Everybody is good at something.</u>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
We aim to	The P.U.R.P.L.E Priority for 19-20 will be ensuring that	As Historians we will:	We want the impact to be that:
<ul style="list-style-type: none"> Offer a curriculum that offers children a chance to develop a wide range of skills in all areas of learning. Devote plenty of time to all areas of learning, so children can showcase their talents. 	Children of all abilities are being supported fittingly by all adults who have excellent subject knowledge.	Provide appropriate support to ensure that all children become the best that they can be in History	All groups who are working below age related expectations to narrow the gap
		Use children as experts in History in every class.	Every class uses child experts in History.
		Deliver a History curriculum that provides enough time for knowledge and skills to be developed.	Work scrutinies, pupil interviews and 'Chequebook' walks show that all children and adults demonstrate the Unique value in every lesson



I am Reflective. I learn from my mistakes and get better at things as a result.

<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
We aim to	The P.U.R.P.L.E Priority for 19-20 will be ensuring that	As Historians we will:	We want the impact to be that:
<ul style="list-style-type: none"> Provide opportunities for children and adults to reflect on learning and then provide opportunities to act upon it. 	Children are reflecting on their learning and benefitting from high quality adult pupil dialogue, which is based on accurate AFL.	Train all teaching staff to provide high quality feedback	Work scrutinies, pupil interviews and Chequebook walks show that all children and adults demonstrate the Reflective value in every lesson
		Recap learning to ensure that knowledge is remembered and skills applied	
		Teach children to peer and group mark work successfully	

POSITIVE I am Positive. I always try my hardest. If at first I don't succeed I try, try and try again.

<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
To facilitate this, our curriculum will:	The P.U.R.P.L.E Priority for 19-20 will be ensuring that	As Historians we will:	We want the impact to be that:
<ul style="list-style-type: none"> Provide lessons which really challenge a child's understanding by delivering an age related curriculum to all children all day, every day. Teach higher order thinking skills and an "it's good to be stuck" ethos. Provide praise, praise and more praise! 	Children are demonstrating appropriate strategies to achieve learning objectives which challenge all.	Use the Essentials Curriculum to ensure that children are appropriately challenged in History	Work scrutinies, pupil interviews and Chequebook walks show that all children and adults demonstrate the Positive value in every lesson.
		Hold regular staff meetings to understand how children approach challenges that they are stuck on.	
		Provide SEND children with appropriate interventions to enable them to narrow the gap.	Parents and pupils of SEND children at LGCS feel that they are fully supported

LOVING I am Loving. I respect and love the world that I live i.e. respect and love other people. I respect and love myself.

<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
To facilitate this, our curriculum will:	The P.U.R.P.L.E Priority for 19-20 will be ensuring that	As Historians we will:	We want the impact to be that:
<ul style="list-style-type: none"> Provide a curriculum that places a high degree of emphasis on building mutual respect Provide a curriculum that enables a child to recognise that they can influence local, national and international communities Have high expectations about the quality of the learning environment 	Children are profiting from a climate of mutual respect in which Positive Behaviour Intervention Strategies are applied at all times. They feel seen, safe, soothed and secure.	Teach students how to support one another by working in mixed ability pairs	In pupil interviews, children enjoy working in mixed ability pairs
		'Love where we live' by completing topics on our school and our mining heritage.	In pupil interviews, children can talk with confidence about the selected areas



EMPOWERED: I am Empowered. I can overcome any challenge that comes my way because I own a toolkit packed full of skills and knowledge that I will use for the rest of my life.

<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
To facilitate this, our curriculum will:	The P.U.R.P.L.E Priority for 19-20 will be ensuring that	As Historians we will:	We want the impact to be that:
<ul style="list-style-type: none"> Equip children with a wide range of skills that they can use throughout their life. Ensure that every single stakeholder at the school's sole focus is making sure that every single child leaves our school being 'the best that they can be' 	Children are fully focused on their learning and either acquiring new knowledge/skills or applying knowledge/skills that has been previously taught.	Monitor History to ensure that the development of knowledge and skills is progressive	The development of knowledge and skills is progressive for all pupils in all subjects
		Hold Subject Leader Review meetings 3x a year to ensure that high standards are maintained in History	Subject Leaders and Link Governors are fully aware of the strengths and areas to develop in their subject area and what to do next.

How do we teach History?

History is part of Connected Learning at LGCS for children in years 1-6. The key features of this are:

- The school year is split into three blocks: Block 1, Block 2 and Block 3.
- Each block runs for twelve academic weeks. If a school holiday falls in the middle of a block of work, teacher set holiday homework challenges to maintain pupil interest.
- Children complete 6 two week units of work per block connected under an umbrella theme.
- Each unit of work focuses on a separate subject: Art, Design, Geography, History, Music and P.U.R.P.L.E.
- Each units of work is based around a question which is designed to stimulate curiosity and promote discussion.
- During the History unit of work, children are referred to as Historians and are taught the knowledge and skills identified in the Essentials Curriculum
- At the end of each unit of work, children produce a product which demonstrates their learning.

What is the Essentials curriculum?

We use the Essentials curriculum to support our teaching of History.

The Essentials Curriculum is broken down into 3 milestones. In each milestone, pupils may demonstrate three levels of understanding of the content: Basic, Advancing and Deep learning.

Basic	Advancing	Deep
Low-level cognitive demand. Involves following instructions.	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making	Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification

Milestone 1 is taught in years 1 and 2. Milestone 2 is taught in years 3 and 4. Milestone 3 is taught in years 5 and 6.



The diagram below shows progression through these cognitive domains within each milestone.

Milestone 1 The standard to reach by the end of year 2			Milestone 2 The standard to reach by the end of year 4			Milestone 3 The standard to reach by the end of year 6		
B	A	D	B	A	D	B	A	D
Basic	Advancing	Deep	Basic	Advancing	Deep	Basic	Advancing	Deep

By the end of Year 2, 4 and 6, it is expected that most children will have reached the Advancing stage of understanding within the appropriate Milestone. This means they will be confident in using and applying their knowledge and skills in a range of situations.

If a child reaches this stage of understanding before the end of Year 2, 4 or 6 he or she will not normally be moved into the next Milestone. Instead teachers will deepen his or her understanding by providing non-routine, rich sophisticated problems. This will challenge children to inventively and creatively use and apply his or her knowledge and skills.

It is possible that a child may not reach the advancing stage of understanding by the end of Year 2, 4 or 6. We will identify this possibility early and put in place the most appropriate provision to help a child to do the best they can. Even if a child does not reach the advancing stage of understanding by the end of Year 2, 4 or 6, he or she may still be making good progress.

Which knowledge and skills are taught in each milestone?

Wilma	Milestone 1	Milestone 2	Milestone 3
To investigate and interpret the past	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how Historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.



Wilma	Milestone 1	Milestone 2	Milestone 3
To build an overview of world history	<ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology	<ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. 	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. 	<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events.
To communicate historically	<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change Chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates and time period era chronology continuity change century and decade Legacy. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present.