

At Pickhurst, through recognition of the need to prepare our children for their futures and the world of work, our curriculum is broad, balanced and inclusive. It has defined end points with a clear sequence and progression, with children attaining the crucial knowledge and skills they need by the time they leave our school.		
Intent Statements	Aims	
Statement 1: <u>To foster effective learning behaviours (Pickhurst Core Values).</u> To develop the behaviours that learners need to succeed in the world such as: pride, respect, confidence, kindness and inquisitiveness.	<i>To be proud</i>	Develop a thorough understanding of British and global history (locally and nationally); building a sense of pride in our achievements.
	<i>To be inquisitive</i>	To be curious about the past and to ask questions about events and theories. Questioning the accuracy and validity of various sources of evidence.
	<i>To be confident</i>	Confidently enquire, search for evidence by sorting, evaluating and weighing sources.
	<i>To be kind</i>	Being empathetic and considerate to those that have experienced hardship in different periods of history.
	<i>To be healthy</i>	Learning how lifestyles and mindsets through different periods of history have changed.
	<i>To be understanding</i>	Showing compassion and/or interest in various periods of history, including for those that experienced challenging times. Being considerate of opinions and viewpoints different to their own.
	<i>To be respectful</i>	Ask questions about the events in History, being accepting/tolerant of the beliefs held then, but being reflective on the lessons learnt.
	<i>To be successful</i>	Learning from mistakes and successes from the past, and to adhere the lessons learnt through history.
	<i>To be trustworthy</i>	Being responsible for making safe decisions when handling artefacts.
Statement 2: <u>To nurture our children's learning journey.</u> To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum. Layering knowledge across subjects so that it becomes embedded and children can flourish, reach and exceed their potential academically, physically, emotionally and artistically.	● Subject specific knowledge, built around objectives within the National Curriculum, identified within Knowledge Organisers. ● Key Historical 'big questions' are used to prepare children for History after primary school. ● Rationale for the way in which History has been organised to best layer knowledge and concepts within and across year groups. ● History has been used to allow for meaningful links to be made across other subject areas. ● 'Sticky learning' (prior learning and key concepts) is addressed at the start of each unit and lesson. The children are encouraged to recall and retrieve prior learning to support with their new knowledge & skills	