



Policy: Foundation Curriculum

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Overview & Curriculum Design

At Brindley Heath Academy, we believe in the developing a comprehensive narrative of the world around us – to tell the story of times, places and beliefs – for each of our children so they can navigate the complexities of the modern world and prepare them for success in life.

The curriculum at Brindley Heath Academy, has been tailored to our pupils and setting ; to be ambitious for our pupils; to impart powerful knowledge; to build sophisticated schemas and to allow children to develop a richer understanding and appreciation of wider human achievement. A knowledge rich, aspirational core curriculum deepens knowledge and broadens children's experience and understanding of the world.

This enables our children to master skills, and recognise and experience success as historians, geographers, artists, musicians, athletes, designers, scientists, and theologians.

Rationale

The process of designing the curriculum was required to support and develop teaching and learning across subject areas. The curriculum needed to present a consistent approach across subjects and year groups. The curriculum needed to demand quality outcomes from children and the process of curriculum design and associated CPD needed to raise expectations for all. Underpinned by our values, the curriculum needed to be tailored to Brindley Heath – our community, location and pupil's wider life experiences.

Aims:

1. To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable. 'Be resilient'

Underpinned by our three drivers, our academic curriculum, promotes a love of learning and sets out a clear map of the breadth of topics that will be covered and the 'deepening concepts' pupils should understand.

2. To provide a rich 'cultural capital'. 'Be aspirational'

We believe it is profoundly important that we provide our children with the opportunities, experiences and body of knowledge which level the playing field to reduce economic and social inequality.

3. To develop empathy and understanding 'Be respectful'

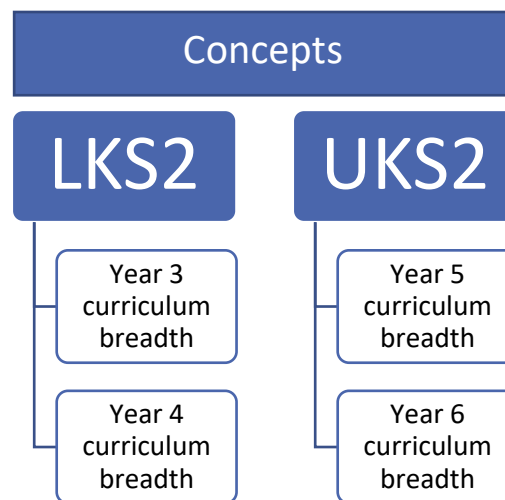
We believe that children can relate to the past, the present and those in different cultures and countries by developing a deep understanding of the links and connections between our universal human experiences.

4. To engender an ethic of excellence. 'Be proud' 'Be you'

We believe in creating outcomes which children are proud of, with the opportunity for children express their individuality. This ethic of excellence is based on quality relationships, modelling and feedback in order to refine and enhance outcomes for children. This also includes 'real life' outcomes, with an authentic audience and purpose.

Curriculum Design

Our wider curriculum design is based upon the principles of **Solo Taxonomy**. This is a model of practice that helps develop a common understanding and language of learning through a cycle of lessons for each subject, which carefully plans for progression and depth. It provides a simple, reliable and robust model for moving from surface to deep understanding of knowledge and concepts. Children will progress through these concepts, providing time and opportunity for children to master skills across two years.



Each of the concepts are revisited in each topic and form the foundations of learning for each subject, giving children the opportunity to revisit key skills in a number of contexts, utilising the spacing effect, to ensure they are retained and built upon in the long term.

Learning is organising into key enquiries which children will seek to answer. Within those key enquiries, skills are planned using the SOLO taxonomy. Children will use these key skills and deepening concepts to answer the enquiry, developing their knowledge.

Curriculum Breadth

Our curriculum is built through a series of topics in each year group, which make connections in skills and knowledge within a variety of subject areas. We block learning in order to immerse children fully, but also use evidence from cognitive science to underpin the transfer of deep and meaningful knowledge. Each term has a focus which has a deeper focus on a core area: Explore (Geography), Discover (History), Create (Arts/ DT). These deeper focus areas are complemented by spaced practised across the year. These deeper focus areas are complemented by spaced practised across the year.

History

Intent

“It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.”

National Curriculum Purpose of study

“... understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.”

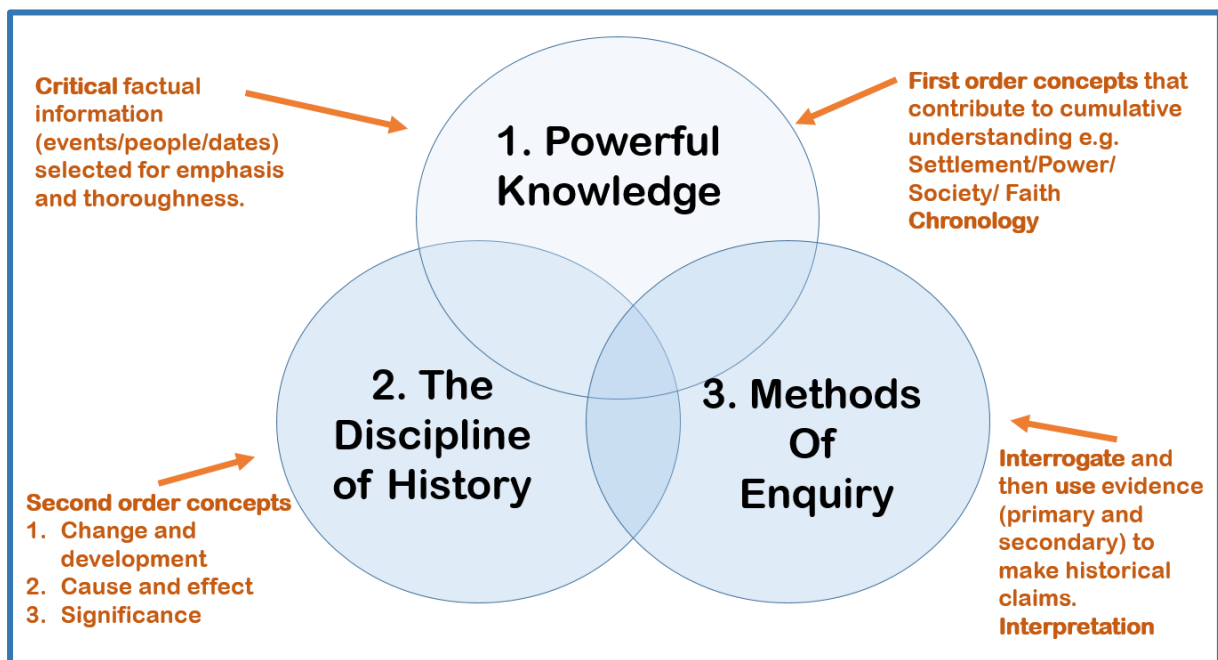
National Curriculum Aims

Brindley Heath Academy's curriculum has been designed to:

- Ensure learners develop secure, powerful knowledge of the chronology and narratives of British, local and world history, including overview and in-depth studies - ***be respectful.***
- Enable learners to work as historians by employing the disciplinary concepts of change and development, cause and effect and significance - ***be aspirational.***
- Empower learners to explore, compare and interrogate a range of sources, including texts, collections and images, to construct their knowledge - ***be resilient.***
- Equip learners to select and organise information to produce personal responses to enquiries using precise historical terms - ***be proud.***
- Allow learners to develop and express the knowledge and cultural capital, as well as the skills that will enable them to succeed in life - ***be you.***

(Appendix 1 History Curriculum Overview)

Implementation



Powerful Knowledge

- As teachers we need to know and understand the History Curriculum as a cohesive whole. We need to be able to make connections to prior and new learning e.g. when

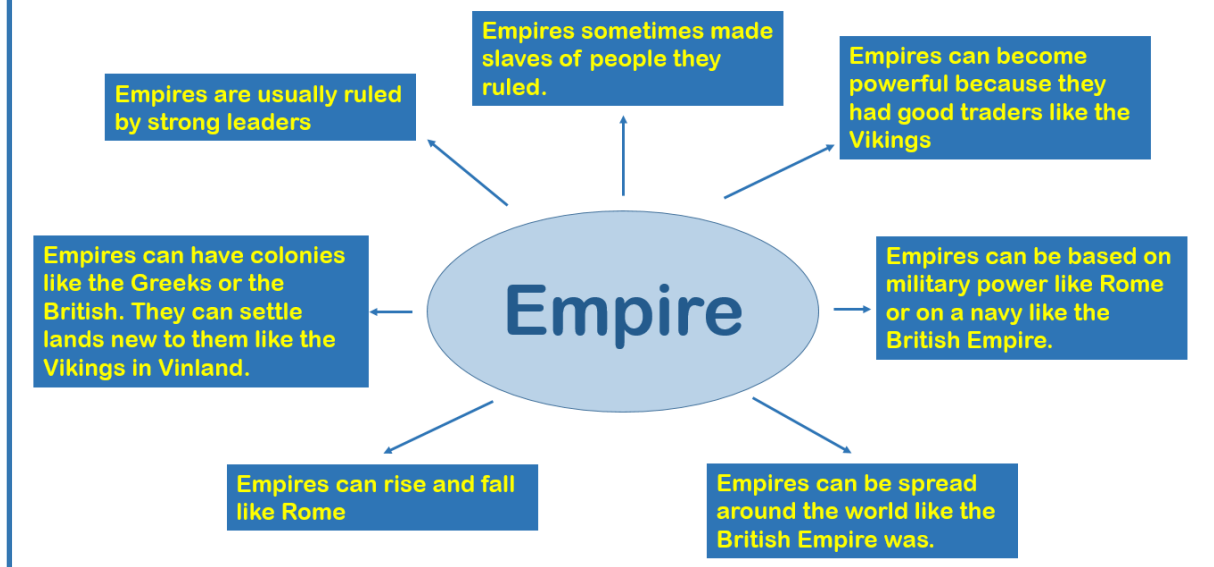
the children are learning about invasion and settlement in Romans in Year 3, this lays the foundations for the study of the Anglo-Saxons and Vikings in Year 4 and the expansion of British Empire in Year 6. If we can do this, we can ensure the children can do this too through explicit teaching. (Appendix 2 Themes and threads diagram).

- First order concepts such as settlement, power, society, faith, invasion, are threaded throughout the curriculum. When the children revisit these themes time and time again, their understanding deepens and their skills, such as in comparing, evaluating or making generalisations, evolve. These concepts need to be explicitly taught.
- Chronology is important and our curriculum has been designed chronologically. Children need to understand where their period of study fits within the chronology. Otherwise they won't be able to understand the second order concepts of significance, cause and effect and change.
- The curriculum is designed to ensure there is a balance across breadth and depth. Sometimes an enquiry or sequence of lessons look at overview, and other times they require an in-depth study of a 'patch' or individual story.

“ As with every subject there is a balance between the macro and the micro but it is history that this balance has immense power ... It is the relationship between the grand narrative and the intimate or local story that has the power to draw pupils in” (Myatt 2018)

- As with other subjects, we need to teach and use vocabulary and abstract terms. They need to be reinforced and returned to over time, and used in sentences to ensure thorough understanding.
- There are opportunities to relate periods of study to local history (for example Kinver during the Iron Age) and these will be developed over time. This provides context and relevance for the children as well as building their knowledge of their local area.
- Powerful knowledge is the cornerstone of the curriculum and it should be built upon as children progress through school. However, it's not just about memorising facts. Children need to be able to apply their learning to answering deeper questions.

What a pupil's schema of Empire might look like by the end of KS2



Subject Specific Discipline

- Second order concepts turn content into **problems** for children to get their teeth into - and it is here that children start to think like historians.
- Second order concepts in our curriculum:
 - 1) Change and development
 - 2) Cause and effect
 - 3) Significance (Appendix 3 What is meant by 'significance')
- As teachers, we need to be very explicit about which concept we are addressing in each lesson or series of lessons. Often, a lesson will address more than one concept because the concepts are intertwined and the MTPs show all of the concepts underpinning a lesson. The first concept on the MTP is the main one for the lesson and the one which relates to the enquiry question. A standard Notebook slide will be used in each lesson for teachers to unpick each enquiry question and identify the powerful knowledge and second order concept/skill for that lesson. (Appendix 4 History Knowledge and Skills pages, and Appendix 5 List of enquiry questions with associated powerful knowledge and second order concepts).
- The second order concepts provide us with the enquiry question. The enquiry question is not a benign question. We need to unpick it with children and show how it relates to the second order concept, as well as the knowledge that the children will need to learn and understand.

What was the most important of the ways that Oba's of Benin kept control?

significance / cause and effect = concept

Oba's keeping control = knowledge

How did the lives of Ancient Britons change during the Stone Age?

change and development = concept

lives of ancient Britons = knowledge

- The children will return to these concepts repeatedly, within a period of study, within a year and across Key Stage 2. This will enable them to engage and understand the concepts in sufficient depth and many contexts so that they become skilful in using these concepts to think like historians. They become aware of the question types and what is required to answer them. For example, the concept of change and development arises in Year 3 (changes between the Old and New Stone Age; Year 4 (people moving from countryside to town during the Industrial revolution); Year 5 (Ancient Greeks) and Year 6 (the experiences of migrants to Britain in the post-war era).
- In their final outcomes, children should return to the enquiry question and reach a final conclusion. This must be supported using evidence from their sources.

Methods of Enquiry

- A range of sources should be used with the children, both primary and secondary. These will include written texts, oral history and objects. Some types of sources are better for certain topics, such as oral history if the period is within living memory.
- The History Collection contains several boxes of high quality replica handling objects linked to the historic periods studied. They have been selected to spark the curiosity of the children in class. They are stored in the yellow cupboards outside the Rainbow Room and the Year 3 classrooms. (Appendix 6 Strategies for introducing and using objects)
- There are numerous history books for the children to read on most of the historic periods. These are stored alongside the relevant handling collections.
- Museums and archives provide online resources, notably primary sources, which can be used in the classroom. Some are the key institutions are:

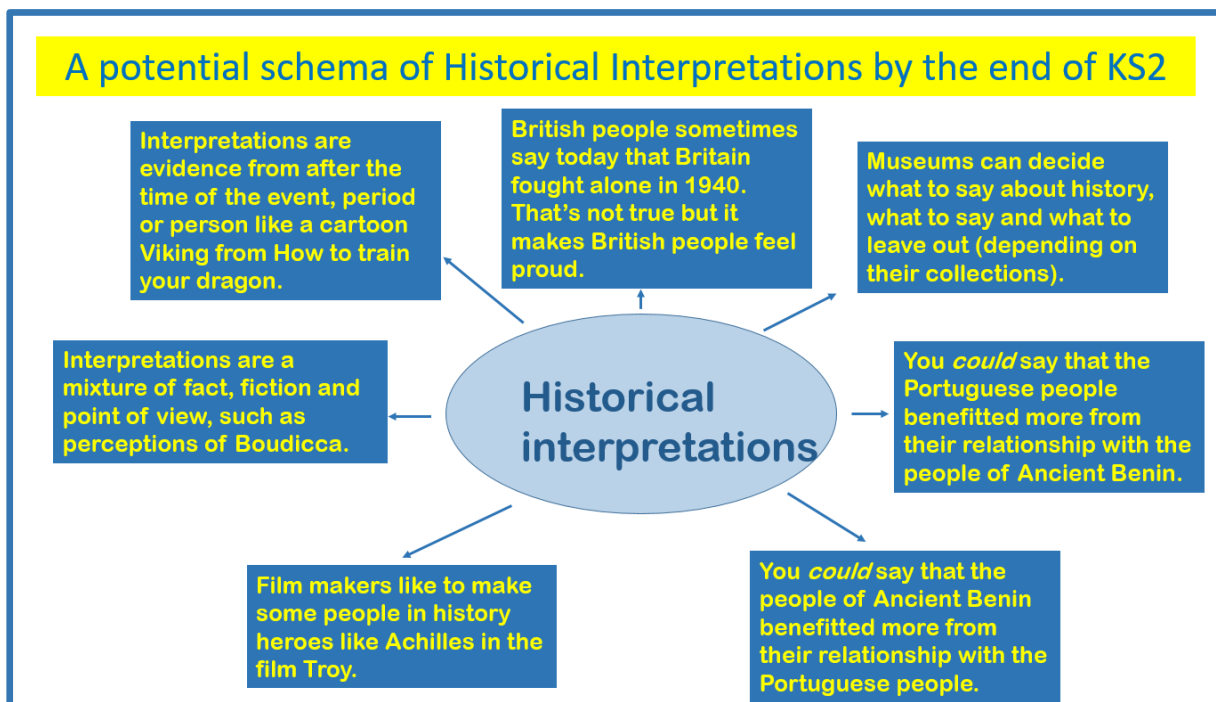
[National Archives Education](#)

[British Library Online resources](#)

[British Museum](#)

Birmingham Museums

- Children should be made aware that interpretations of evidence are constantly changing as new discoveries are made, for example the Staffordshire Hoard of Anglo-Saxon weaponry discovered in 2009 showed the goldsmiths of the period used far more sophisticated techniques than previously credited to them. Furthermore, history is reinterpreted as public perspectives change for example awareness and understanding of Black British History. Explain to children that “We used to think ..., now we think...”



Impact

“Progression is knowing more and remembering more of a broad, rigorous curriculum” Tim Jenner HMI and National Lead for History, July 2020.

- Children should be able to explain what they are learning and how this relates to previous learning. For example, a Year 6 child might say “We are learning about the British Empire and in particular, how and why Britain wanted an empire. In Year 3, we found out all about the Roman Empire, when the Romans invaded most of Europe and eventually Britain to acquire raw materials like wood, silver and gold. In Year 5 we found out about the early explorations of the Tudors, like Francis Drake. This helps me to understand that people have always explored the world, particularly for the British in their ships, and that Britain wanted to acquire raw materials and slaves to increase its wealth. As well as feeling that it was a moral duty to improve the lives of other people, just like the Romans.”
- Progress will be assessed through Pupil Voice, book looks, learning walks and monitoring of planning.

Enrichment

- The children should go on at least one visit each year to a historic site or museum to support their learning. Visits need to be carefully planned to support learning and undertaken at the right point in the learning journey. (Appendix 7 Suggested Sites Museums).

Meeting the Needs of all children

Learning is designed to allow all children to achieve to a high-level by tackling challenging enquiry questions, facilitated through varying levels of support, scaffold and stretch.

Strategies for support and scaffold:

- recalling, naming, listing and ordering knowledge and facts
- referring to a single source or reduced number of sources
- presenting information through non-text based formats e.g. illustrations, diagrams, tables, oracy
- providing definitions of historical terms
- pictorial and visual presentation of information
- high-quality, differentiated texts

Strategies for stretch:

- encouraging children to justify, argue and evaluate their thoughts in response to enquiry questions
- synthesising information from a range of sources
- assessing the reliability of sources - what is included? excluded? who was it produced for or by?
- comparing one society, event, individual to another
- comparing changes within and across periods of time
- demonstration of a clear understanding of significance

Geography

Intent

Implementation

Powerful Knowledge

Subject Specific Discipline

Methods of Enquiry

Impact

Enrichment

Meeting the Needs of all children

RE

Intent

Implementation

Powerful Knowledge

Subject Specific Discipline

Methods of Enquiry

Impact

Enrichment

Meeting the Needs of all children

Science

Intent

Implementation

Powerful Knowledge

Subject Specific Discipline

Methods of Enquiry

Impact

Enrichment

Meeting the Needs of all children

Art & DT

Intent

Implementation

Powerful Knowledge

Subject Specific Discipline

Methods of Enquiry

Impact

Enrichment

Meeting the Needs of all children

Music

Intent

Implementation

Powerful Knowledge

Subject Specific Discipline

Methods of Enquiry

Impact

Enrichment

Meeting the Needs of all children

PE

Intent

Implementation

Powerful Knowledge

Subject Specific Discipline

Methods of Enquiry

Impact

Enrichment

Meeting the Needs of all children

French

Intent

Implementation

Powerful Knowledge

Subject Specific Discipline

Methods of Enquiry

Impact

Enrichment

Meeting the Needs of all children

PSHE

Intent

Implementation

Powerful Knowledge

Subject Specific Discipline

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Enrichment

Meeting the Needs of all children