



INTENT:



Love for Learning: Children will develop a love for History and learning about the past. History is a pivotal subject that helps our pupils understand who they are. It is from the past that we can understand our current place in the world and how that influences our future. History is taught so pupils can connect with the past and explore sensitive issues with empathy. Our progressive curriculum enables our pupils to become successful historians.



Enquiring Minds: We encourage our pupils to ask questions about the past and widen their perspective on historical interpretations. Through our thematic approach we instil a curiosity about the world that existed before them and what responsibility they have in shaping the world they live in now. We engage our pupils in thought-provoking enquires to help build their understanding of themselves and others, which gives them the tools they need to succeed in life. Engaging enquiries empower our pupils to question, interpret and challenge the past. We equip our pupils with the historical skills they need to be able to challenge viewpoints and interpret evidence to form their own historical judgements.




World Wise: Redditch has a rich history and we use that to enhance and connect our local areas, as well as give every pupil a real sense of belonging to this history. This enables our pupils to understand that they are part of something bigger. We celebrate the importance of the past through a variety of viewpoints to ensure all our communities are represented and the past is portrayed in an impartial way. We want our pupils to be empowered to use the past to inform their actions in the future

To ensure progression throughout each year group, History has been mapped into topic themes. By doing this, our children build on previous historical knowledge taught and each year they see how their knowledge relates to each topic.

CORE CONCEPTS IN HISTORY

Historical Study	Historical Skills and Awareness	Chronology and Change
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VAYNOR VALUES	LEARNING SUPERPOWERS 	
RESPECT		
HONESTY	Challenge Taker	Motivation
KINDNESS	Resilience	Independence
FORGIVENESS	Confidence	Creative
HAPPINESS	Empathy	Inquisitive

IMPLEMENTATION:

Our History curriculum ensures knowledge and skills are progressive and sequenced to enable pupils to build a mental timeline to ensure that existing historical knowledge is more secure, and therefore makes new knowledge easier to learn. Children have repeated encounters with a range of concepts in a number of different contexts. History teaching emphasises some content and concepts for direct and explicit teaching, but it also ensures wide-ranging opportunities for incidental learning.

How History is mapped across the school:

SUBSTANTIVE CONCEPTS				
Childhood	Monarchy	Kingdom	Empire	Invasion
EYFS, KS1 KS2	KS1	KS1	KS2	KS2

OUR BIG IDEAS					
Term	EYFS	Year 1	Year 2	Year 3	Year 4
Autumn	All about Me	All about me and my family and Redditch	Victorian children	Romans	World War 2
Spring	Dinosaurs	Toys	Victorian transport		
Summer	Characters past and present	Kings and Castles	Who was Charles Darwin	Stone age	The Vikings

Approach to Learning:

The curriculum is mapped using the core concepts. Lesson content is planned towards these as progression points and follows a model of direct instruction, shared and modelled practice before culminating in independent practice and opportunities for application of skills. Children are also provided with practical and ‘hands on’ experiences to gain skills. Teachers draw attention to important content and builds in regular retrieval opportunities. This supports the secure retention of knowledge. Explanations are clear and build on pupils’ prior knowledge. Teachers use narrative, story and rich historical contexts to support learning of new material.



Approaches to Recording:

Monitoring:



- ✓ Planning scrutinies, pupil discussions and lesson observations
- ✓ Staff CPD
- ✓ Evaluation and reflection sessions of CPD and curriculum

IMPACT:

History Specific Impact Measures

Observation, questioning and discussion is used as a method of assessing pupils’ skills and knowledge. Retrieval practice tasks are used in and across lessons to consolidate previous learning. Writing opportunities provide assessment of knowledge across the curriculum.

Tracking and Recording Assessments

We use NC school trackers half termly to input teacher judgements for each pupil. This allows us to see trends and comparisons between groupings and to tailor future provision.



THE VAYNOR CURRICULUM HISTORY ONE PAGE OVERVIEW

“Inspired to be the best that I can be!”



- Books used to document main learning journey
- WALTs and steps to success
- Range of recording activities including writing opportunities and LAC
- Photographs and digital recordings.