



Rednal Hill Infant School Approach to History

Intent

Rednal Hill's History Curriculum takes into account the age and stage that our children are at and their starting points. We have consciously begun in EYFS with children's own personal history focusing on developing an understanding of chronology. This thread continues through KS1 and broadens their understanding and vocabulary linked to the passing of time. Following on from that children begin to cultivate an understanding of the legacy of significant figures and events in history that have shaped our nation. The themes of the units reflect both local area, national (and eventually international) events and people. By the end of KS1, we aim to give children an awareness of the immediate and more distant past as well as beginning to understand abstract concepts such as Parliament. Children will have started to experience some of the methods of historical enquiry that inform their understanding of what a historian is. Through immersive experiences, artefacts and digital tools, we aim to bring history to life therefore encouraging curiosity, empathy and an appreciation for how the past shapes our world today.

Implementation

- Curriculum Design: History is taught through units of work that build children's view of History through overarching themes. These are carefully sequenced so that disciplinary knowledge is built alongside substantive knowledge. Units of work have been thoughtfully and intentionally considered to reflect the requirements of the National Curriculum as well as our locality.
- In the EYFS: Within Development Matters the 'Understanding of the World' section is the driver to provide carefully planned experiences to develop an awareness of the immediate past. History includes what has happened both within the school day as well as change within their own lifetime.
- In KS1: Children study events in their own past, local individuals from living memory as well as the legacies from significant people nationally and internationally. Important historical events are also part of the curriculum.

- Approach: Units of work are built through a sequence of lessons, moving from the collection of knowledge to applying skills used by Historians such as studying artefacts.
- Substantive and disciplinary knowledge is interwoven within units along with key vocabulary.

Assessment

- The main assessment tools used during the teaching and learning of History are formative.
- Assessment for Learning is used to shape retrieval focus. Feedback approaches are used to target small gaps in individual's learning.
- Evidence of knowledge and understanding is captured in Enquiry books.
- Pupil Book Studies (Alex Bedford) are used to assess long term memory recall.
- Children's end of year learning is summarised and captured.

Impact

- Children demonstrate an understanding of History and thinking as a historian.
- Children can recall substantive knowledge about key events in History with an increasing understanding of context of the time and impact it had.
- Children are enthused to discuss what they have learned and look to expand their explanations.

Inclusion

- High repetition within and between sessions support transference to the long term memory.
- Scaffolds both during teaching and learning and also in independent tasks aid children when accessing learning.
- Children's individual needs are considered when tailoring the recording of learning and adaptive practice.
- Learners who are ready are challenged with questioning and tasks that deepen their historical understanding.