



# History at Newton Village Academy



## Vision



For children –

- To leave Newton Village Academy with an understanding of vocabulary and a curiosity to know more about the past.
- To be able to connect prior learning with new learning.
- To acquire an understanding of Britain’s past and how this relates to the wider world through an enquiry-based, cohesive curriculum.
- To understand historical claims, arguments and accounts.
- To be able to work and think historically by selecting, organising, reasoning and inferring to respond to questions and challenges.

BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS					
Community	Knowledge	Invasion	Civilisation	Power	Democracy

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Structured and relevant enquiry that sets pupils on a historical quest. Each knowledge note has a learning question that gives the pupils the opportunity to attempt and apply their understanding of the substantive knowledge (what pupils KNOW) in a disciplinary way (what pupils DO). These cumulate towards a more expert understanding of the big idea.					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance

## ★ Curriculum Approach

- History scheme (CUSP) adapted into 2 yearly cycles for mixed aged classes.
- Unit plans outline small steps progression.
- Each unit focuses on substantive concepts which progress in detail each year.
- Opportunities to develop ‘Working Historically’ are embedded and give children chance to experience hands-on activities that include sources of evidence.
- EYFS experiences prepare children for history in KS1.
- Encourage children to explain their thinking, whether verbally or in written form.
- When possible, place emphasis on drawing links to other periods of time across history (especially Britain if focusing on an Ancient Civilisation) looking at patterns, trends, similarities and differences.

## ✎ Teaching & Learning Approach

- Retrieval practice activities are introduced at the start of each lesson to recap on prior knowledge.
- Key vocabulary is taught explicitly to enable children to use historical, time and topical language meaningfully.
- Adults provide different learning tools to teach the children new knowledge e.g. artefacts, research.
- Adults model how to ‘Work Historically’ and find out about the past with an emphasis on primary and secondary sources of evidence and bias within these.
- Children are provided with opportunities to research and draw conclusions.
- Children are encouraged to articulate their thinking and be encouraged to challenge and debate.
- The outcome should draw together their learning and show the children’s newly acquired skills and understanding.

## 🌀 Assessment & Feedback

- Adults observe and listen to students during lessons to evaluate their understanding.
- Staff provide ‘live’ marking and feedback to address any misconceptions at the point of learning.
- Adults ask insightful questions, carefully planned questions to assess children’s knowledge and understanding.
- Quiz questions are provided at the end of each lesson and unit to inform teachers for future planning.
- Retrieval practice is built into lessons to assess understanding.
- Pupil interviews are carried out as part of the monitoring process to assess the retention of learning.



Connect



Explain



Example



Attempt



Apply



Challenge