

HISTORY ON A PAGE

Pupil voice:

“We feel we’re historians. Our teachers show us how to use primary and secondary sources.”



Intent - We aim to...

Help the children learn about people and events that have gone before.

Give them an understanding of chronology, to understand how those people and events relate to each other and are perhaps connected; how they relate and connect to us in the present day

To look at evidence—primary and secondary sources—and the different deductions that can be made from them. As much as possible, we would like to embrace historical learning as an exploration of evidence and artefacts: curiosity and interest tend to have positive effects and boredom and anxiety negative impacts.

Develop children into artists with an understanding of the creative process.

Present the learning in a numbers of ways: discussions, presentations, debates, written work, dance and exhibitions.

Implementation - How do we achieve this?

Planning and Knowledge Organiser (KO)

The teachers have access to the school’s History KO and use that as their basis for planning. This document outlines what knowledge and vocabulary should be used when covering a specific period of history. The planning has been developed by teaching teams to focus on a narrow, deep area of a particular period. Teachers are able to see what skills and knowledge have been taught previously and therefore ensure a clear progression.

Disciplinary Knowledge—Being Historians

We believe that pupils should learn the disciplinary knowledge of what it is to be a historian—developing from using ‘evidence’ in KS1 to using primary sources and secondary sources, as well as reliability and propaganda etc. in KS2.

Substantive Knowledge

In EYFS and KS1 the children learn about basic chronology and recent history, looking at the children’s own history and that of their parents and grandparents. They then start to learn about people and events further into the past: Helen Sharman, in Year 1, and Wangari Maathai and the history of flight in Year 2. In KS2, the children learn about things from further into the past.

Timelines and Chronological Knowledge:

From year 2 onwards children use add to timelines to build up chronological knowledge. Each period studied is added to the timeline, which grows in content as the children move up the school.

Final Outcomes

The standard of the final pieces of written work is high, demonstrating what the children have learnt. Expectation for PP and SEN is the same as all other children.

Implementation - continued...

The Power of Stories

We use stories alongside or as part of history learning. 'The human mind seems exquisitely tuned to understand and remember stories- so much so that psychologists sometimes refer to stories as psychologically privileged, in that stories are treated differently in the memory compared with other types of material.' (Willingham, 2004). Texts core to historical learning include: Sun King (year 3 / 4); Goodnight Mr Tom, The Wild Way Home (year 5 / 6); Astro Girl (Helen Sharman, EYFS / year 1); Wangari Maathai, The History of Flight, The Wright Brothers (year 2).

Assessment and Retrieval Practise

Summative assessment is completed at the end of each term in which history has been taught.

Formative assessment is an important part of the children's learning—a really good way of helping children not only commit learning to long term memory but also to learn from and correct misunderstandings. We use low stakes quizzes in KS2 especially: kahoot, whiteboards, ppt, google forms helping long term memory.

Rich, Creative Learning

Where possible we try to use visitors / experts and artefacts to enrich the learning. We also connect the learning to the threads of the school curriculum. For example, we don't teach the children about evacuees across the whole of Britain, but instead on the evacuees in our school and local community.

The learning is not just textbook-based - it is cross-curricular. We explore the history but provide other creative ways to explore the history, such as giving the children an Egyptian archaeological experience; teaching the children to dance the lindy hop, bake rock cakes and sing songs for a VE Day party.

Impact - How do we know we've achieved our aims?

Pupils are engaged and thoughtful in lessons.

Clear development of disciplinary skills from Reception to Year 6.

Clear development of substantive knowledge from Reception to Year 6, including growing chronological awareness.

Pupils can discuss the stories they have read as part of their historical learning.

History outcomes are of a high quality. Moderation and assessment of knowledge show this.

Children see themselves as historians.