

Journey into History



Using artefacts to provoke interest "How has Technology changed our lives over the last 60 years" KS1



History re-enactment -Viking Wow day years 5/6



"If you don't know your history, then you don't know anything. You are a leaf that doesn't know it is part of a tree". Michael Crichton

The study of history is a way to put the pieces of the past together and show how we came to be where we are today.

Intent

The National Curriculum for History states:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. 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.

It is our intent that children are supported to acquire both substantive knowledge and disciplinary knowledge.

Substantive knowledge includes the facts, well known stories, names, dates, conventions, common terms, descriptions, concepts and processes.

Disciplinary knowledge teaches children how the experts in that subject renew our knowledge of that subject. How the experts investigate the past. It includes reaching judgements, making claims, arguing responsibly, thinking creatively about possibilities, tackling open ended challenges. It involves subject specific thinking and problem solving.

Our inquiry-based lessons enable and encourage students to think like a historian and ask the sort of questions that cannot be easily answered. They are supported to make claims, arguments and hypotheses to promote creative and critical thinking based on a rich substantive knowledge base. We talk about using our 'history detective hats' to think like a historian, using subject specific language.

The intention is to promote understanding that what we know of the past is an interpretation of the available evidence. It is intended that children will find an appreciation of the characteristic features of the past and understand that life is different for different sections of society.

Our curriculum is planned to embed rich vocabulary enabling children to visit and revisit vocabulary and themes to develop their own schemata. A rich historical vocabulary can reduce the gap between the children with the widest and narrowest vocabularies. Each topic is placed with the intention of relating it to what has been learned already and in turn relating to the next topic. It is planned to equip children with a sense of historical chronology.

Our history curriculum has strong cross curricular links with the texts used in English and links with Music, Art and PE to ensure the children's learning is embedded within a theme.

In EYFS the focus of Knowledge and Understanding of the World is for children to discover the world around them and develop their understanding of how other people are different from them. They are supported to develop a sense of the past through stories, artefacts and exciting provocations.

Implementation

History is taught through an inquiry process. We offer three transdisciplinary inquiries per year with a weighted focus on history or geography. Each inquiry is driven by a pair of concepts that allow for the pupils to develop an understanding of a 'Big Idea'. The Inquiry cycle starts with a big question and a provocation to encourage children to want to 'Notice, Think and Wonder'. Subsequent lessons may begin with a smaller question to help children learn the disciplinary skills and substantive knowledge which enable them to ask their own questions and follow their own line of inquiry. This in turn contributes towards answering the big question. Children are given the opportunity to present their learning at the end of an inquiry in their chosen form.

Pupils are encouraged to make links with each new history topic to prior learning, both substantive and disciplinary. Our curriculum is designed to equip children with a sense of historical chronology. It is designed to implement progression in skills and content. Themes and concepts are revisited enabling children to refer to what they already know and build upon it. Vocabulary is placed and revisited to allow them to develop their own schemata around words.

Our history curriculum has been planned to create coherence and sequencing through content. Now this is in place it is intended to develop it further to create coherence and sequencing through vocabulary to compliment the content. New words are given a special introduction and made a 'fuss of'. Any adaptation to meet a special need is designed not to deprive a child of a rich and broad vocabulary. Our curriculum is designed to prepare our children for their next steps in learning when they leave primary school.

There is a strong emphasis on experiential learning focussing on the use of artefacts, relevant books, websites and films supported with class visits to museums and historic sites both in this country and abroad. Pupils are offered a range of provocations including Wow days to launch a new topic. The aim of these is to spark curiosity and interest encouraging and enabling them to be independent, motivated learners.

Children share their ideas and interests within focused discussions with the aim of making them more confident and comfortable using key vocabulary and subject specific words. They are encouraged to follow their own interests, creating their own journey to meet the objectives of the curriculum. They are given big questions as well as opportunities to ask their own questions around their learning and research to help formulate and articulate their answers. Children are encouraged to put on their 'history detective hats' and ask questions like a historian, using subject specific language.

Germoe and Boskenwyn Schools recognise the importance of equipping children with a rich and varied vocabulary through the teaching of history. Relevant texts and stories are used in English to compliment the current history themes and concepts from EYFS through to Yr6. These help to engage and excite children to want to learn more and provoke them to ask questions. Stories are used from EYFS through to Yr6 to engage and excite children to want to learn more and to provoke them to ask questions.

Curriculum content and purpose are discussed and reviewed frequently to influence decisions about what to teach and how it should be prioritised. History themes are included in the curriculum to enable children to develop a sense of history and chronology. Each aspect of history is placed in the curriculum to set the children up for the next stage of learning. Previous themes are referred to and used to enable children to compare different periods. There is an emphasis on teaching that develops children's fingertip knowledge to develop and support historical analysis and argument.

How we Measure Impact

The Inquiry process begins with a provocation to find out what learners already know and enables us to form next steps in learning and address any misconceptions. It also enables us to assess and stretch our higher achievers. Continual and formative assessment helps to measure impact. Our curriculum is designed to revisit concepts and themes. New topics begin with an opportunity to assess retrieval of facts and concepts to enable us to build on existing knowledge. Retrieval practise in the form of questioning at the beginning and end of lessons in the form of quizzes, tickets out the door, games etc along with live marking and feedback help us to assess the impact of the learning on individuals and groups. Children are being assessed both on their substantive learning and their disciplinary understanding. At the end of a topic children may choose how they "showcase" their learning and present their findings. This offers opportunities to assess the range of skills used within their work and their ability to use new relevant vocabulary. Our Insight data tracking system records progression and progress. Our learning platform Seesaw records learning and achievements including oracy and practical work

Pupil Voice

Yr R "I know my granny had a teddy bear just like mine. She's still got it"

Yr 1 "I got to look at lots of old toys and some were made of wood. I like my now toys best, but old ones are fun to look at"

Yr 2 "Phones were funny in the old days and had big round things on. I liked looking and touching all the old phones in the museum and pretending I was an olden day person"

Yr 5 "I got to have a real shield and learn how to use it. But I don't think I would want to be a viking, they had funny houses"

Yr 4 "I had fun at the museum. The things were old and it was smelly. It made me think I was in the olden days"

Examples of Learning Outcomes



Following our own inquiry: Sharing our home learning projects following our Roman topic LKS2



Year 5/6 invited parents in to share their Anglo Saxon village



Year 5/6 reflection of remembrance day

Yr R/1/2 children learning about the history of toys called an elderly relative and asked them lots of questions about the toys they played with when they were 5/6/7 years old, including asking about materials, technology and when/ how they got new toys.

Learner Profiles

Inquirer History encourages the development of wondering and questioning. Provocations, including artefacts, films, books, photographs, workshops, 'experts' and discussions encourage children to ask questions that do not always have easy answers and are open to interpretation.

Caring History is littered with examples of inhumanity and disasters. Pupils are encouraged to discuss, reflect and hypothesize how to make the world a better place for the future.

Knowledgeable Pupils are both taught and encouraged to develop their own substantive knowledge and disciplinary skills. Following their own inquiry within the curriculum enables them to develop deeper learning in a specific area that they can then share with their fellow learners. Our curriculum is designed to build on previous and existing knowledge and deepen understanding.

Reflective The study of history encourages reflection on causes and effects of past events. Within our own lessons, pupils are given chance to reflect on learning and reflect on how they could uplevel their work and learning to be even better. Our rolling programme is designed to build on existing learning and reflecting on what has been learned previously.

Thinker Pupils are supported to make claims, arguments and hypotheses to promote creative and critical thinking based on a rich substantive knowledge base. We talk about using our 'history detective hats' to think like a historian, using subject specific language.

Communicator Pupils are given opportunities to present their knowledge and learning in a variety of media. Discussions, persuasive arguments, sharing hypotheses and collaborative teamwork are all used in the teaching of history through inquiry.

Risk-Taker The inquiry nature of our history lessons promotes opportunities to take risks with learning by asking and researching questions that may not have an easy or definitive answer.

Balanced Our inquiry based learning allows learners to pursue their own interests in their line of inquiry and to present their learning and understanding using their preferred media.

Open-minded The breadth of historic knowledge included in our curriculum provides opportunities to take on new perspectives. Pupils are exposed to local, national and international perceptions.

Principled Pupils are encouraged and supported to take part in discussions and present their own claims, arguments and hypotheses.

Cultural Capital

Ofsted defines Cultural Capital as:

'...the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' Ofsted School Inspection Handbook 2019

Cultural capital is about preparing pupils with the essential knowledge and skills for what comes next. Our history curriculum supports this concept. The exploration of new skills and experiences helps to nurture resilience, curiosity and creativity. Through this journey pupils develop new forms of cultural capital that makes a difference in individual mind-sets, which consequently shapes their future.

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

The study of history provides an ideal platform from which to learn about, reflect and analyse the best that has been thought and said. History provides endless examples of human creativity and achievement to inspire and motivate our pupils. It also provides examples of consequences when children do not have the essential knowledge to be educated citizens.

This is enhanced throughout the school with the use of historical books (fiction and nonfiction), music throughout history, visits to museum and local historical sites as well as visits to historical sites in other countries both for pupils and staff through our Erasmus partners. These visits are built upon with discussion and activities to promote cultural capital.

Our curriculum is designed to give children an understanding of how past societies have shaped and influenced the organisation of society today (eg democracy).

Our Multi-Disciplinary Approach

Our Federation's topic-based inquiry approach provides opportunities to research and inquire using a range of resources and experiences. A full range of learning styles is offered, and a range of subjects are incorporated when learning about history. Children are given opportunities to showcase their learning in their own preferred method including art, design and technology, ICT, writing, maths (data). The historical threads of our topic are regularly used in the texts used in English lessons and in the reading materials both delivered to the children and in the books offered as reading choices. Songs in music lessons reflect the history theme of our topics and PE lessons include an element of history.

History and geography make up the humanities. Research into either is intertwined with the other. The history of a country is influenced and reflects its physical and social geography. Changes in geography influence and reflect its history. The federation's inquiry-based approach enables them to be learned together providing the opportunity to begin to understand this relationship and ask questions with their 'history detective hats' on that use their geography knowledge in a critical, insightful manner.

Last Year's Successes

- Whole school participation in 2 minutes of silence to commemorate Remembrance Day in November across both schools
- Poppy based artwork - Collaborative piece by years 5/6 exhibited in local Tesco store.
- Viking re-enactment wow day years 5/6 both schools
- Erasmus staff visit to Hill of Crosses in Lithuania
- Erasmus staff visit to historic lighthouse, fishing museum and historic villages on the Istrian Peninsula
- Staff and pupil visit to Bran Castle in Romania
- Individual membership to the Historical Association
- Subject leader attending local authority history cluster meetings

Development priorities for 2023/24

To build coherence and sequencing through positioning of vocabulary progression to compliment the content of the curriculum and strengthen the development of pupil schemata. (see SDP) This is developing as we work our way through our new curriculum and will continue as we follow the two year cycle.

Develop a bank of resources, artefacts, books, websites to enhance our current curriculum topics.

Develop teachers as 'experts' in a chosen subject. This is suggested as good practice by the Historical Association and creates a collaborative knowledge base school wide.