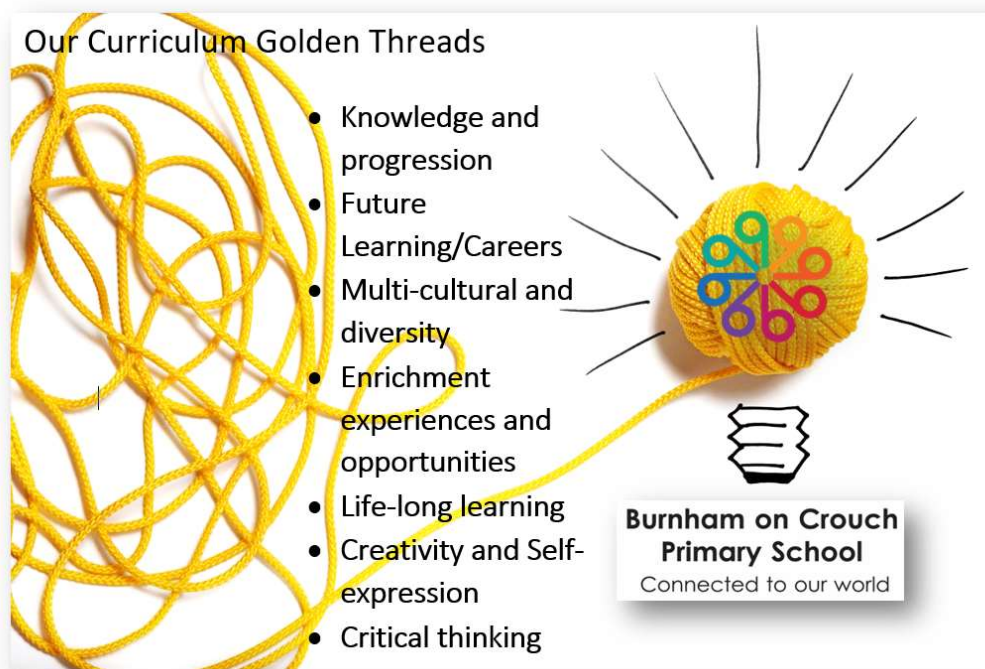


History at Burnham-on-Crouch Primary School

Intent



At Burnham on Crouch Primary School we strongly believe that children should feel **connected to the world** that they live in. We aim to inspire our children with a sense of **curiosity** and fascination about the past in Britain and the wider world. By finding out about how and why the world, our country, **culture and local community** have developed over time, children understand how the past influences the present. Through the teaching of history children develop a context for their growing **sense of identity** and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about **personal choices, attitudes and values**. The history topics have been carefully chosen to reflect the demands of the National Curriculum. Through each two-week block and key stage children build upon their prior knowledge, develop **their curiosity** and embed **essential knowledge** into their long-term memory.

Our History curriculum, as stated in the National Curriculum, aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting

Implementation

In EYFS children have the opportunity to gain an understanding of the past through books and stories drawing on similarities and differences between things in the past and things now. They begin to develop their language skills by using appropriate vocabulary when discussing the past.

In Key stage 1 Children learn to talk about historical events that have happened in the past. They start to understand chronology, how to sequence events and identify some similarities and difference between ways of life in different periods. They begin to explain differences between the past and present in their lives and that of other children from a different time in history. The children gain an understanding and appreciation for how different life and conditions were in the past and how our lives have been shaped as a result. Throughout KS1 children build on their use of technical language by using words and phrases related to the passing of time.

In Key stage 2 Children build on their understanding of historical events through local studies (Maldon) and studies related to specific times in history (Stone age Yr 3 Romans Yr 4 Vikings and Anglo-Saxon Yr 6) They develop their understanding of chronology and recognise changes over time. The children are encouraged to make comparisons between their values and beliefs of modern day Britain and those from past societies in a range of different countries (Egyptians Yr 3, Mayan civilisation Yr 5, Through the decades Yr6) Throughout KS2 children use technical language to communicate their knowledge and understanding in a variety of ways.

As our pupils progress through our history curriculum they are taught to show their respect for the past locally, nationally and internationally and for the people within.

A typical teaching sequence in history

1. Place the historical period being covered in the chronological context of previous learning, using a timeline.
2. Connect learning to previous periods studied and recap key knowledge against the key concepts
3. Identify and use key vocabulary related to historical enquiry and the period being studied
4. Carry out historical enquiry using research, a range of sources and artefacts using elements of the key concepts
5. Interpret their findings, make comparisons and draw conclusions using elements of the key concepts
6. Identify and learn about significant people and events and the impact they had
7. Communicate their historical knowledge and understanding in an appropriate way
8. Evaluate what they have learned, identify key knowledge and compare with other historical periods and their own experiences

Each Historic teaching sequence will begin with the children gaining an understanding of the historical time-period being studied. The children will build upon their understanding of chronology by studying and creating a timeline. The children will then spend time learning about how this period compares to other previous time periods studied in order to develop their understanding of chronology and to gain a perspective of historic events.

Key vocabulary associated with the area of study and time-period will then be taught. The use of this new learnt language will be encouraged throughout the whole unit of study and should be

displayed/be made available within the learning environment for reference. Consistent learning walls in every classroom provide constant scaffolding for children. Specific vocabulary is displayed on the learning wall along with key facts and questions, and model exemplars of the work being taught. The use of stories and specific narratives will be used to secure knowledge of broader ideas and enhance children's vocabulary, with a strong focus starting in the Early Years.

Historical enquiry will now be the focus whereby the children will develop key skills in researching using different sources and will explore artefacts associated with the time-period. The teaching sequence will then allow the children to interpret their findings and will provide the children with the opportunity to make comparisons and draw conclusions about what they have discovered.

Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.

Within the teaching sequence, the children will identify/be introduced to significant people/events during this time-period and will learn about the impact they had.

The teaching sequence will then allow the children to communicate their findings using either written or oral expressions. These may take the form of presentations, written recounts, unit quizzes, debates or other appropriate means of conveying learning.

In concluding the unit, children will then reflect on key learning and will compare new knowledge with other historical periods referring to their own experiences where possible.

Impact

Outcomes in topic books, evidence a broad and balanced history curriculum and demonstrate children's acquisition of identified key knowledge.

Children review their successes in achieving the lesson objectives at the end of every session and teachers will then plan responsively for their next steps and identify any misconceptions.

Children also record what they have learned comparative to their starting points at the end of every topic. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Regular school trips and opportunities for historical enquiry provide further relevant and contextual learning. At Burnham on Crouch Primary School pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary.

