

Developing an approach to teaching and learning in History

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. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

NC 2014

- Inspiring pupils' curiosity to know more about the past
- Equipping pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement
- Developing a love for history

The teaching and learning of history at Wormley C of E Primary School intends to encourage children to foster a natural curiosity about the past and what impact this has on their lives today. We encourage them to ask questions and to follow their own lines of enquiry using 'living history' experiences with authentic and replica artefacts.

We encourage children to notice carefully, think deeply and demonstrate their learning in a variety of ways. Through a mixture of factual knowledge and skills based enquiry, children will learn to notice changes between different periods of history, explain why these changes happened and make connections with other periods of history to develop a deeper understanding of the past.

This understanding of the world: both past, present and future begins in the Early Years. In the EYFS framework (November 2024), children learn about the past and present by talking about the lives of the people around them and their roles in society. They will know some similarities and differences between events in the past and now, drawing on their experiences and developing an understanding of the past through settings, characters and events encountered in books read in class.

KEY CONCEPTS

We teach 7 key concepts across KS1 and KS2.

Activities and experiences are planned so that children develop a deeper and more secure understanding of these key concepts over time. These concepts are evidenced within our history topics and enrichment activities. They vary slightly in KS1 to KS2.

KS1

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| 1. CONTINUITY AND CHANGE – Understand some changes in history and suggest reasons for them |
| 2. CAUSE AND CONSEQUENCES – Identify and describe some causes and results of historical events, individuals, situations and changes studied in the past |
| 3. SIMILARITY AND DIFFERENCE – Identify (and suggest reasons for) similarities and differences |
| 4. SIGNIFICANCE – Suggest reasons for some individuals, events, situations and changes in the past being important (and why they might be more important than others) |
| 5. EVIDENCE (historical enquiry) – Question and infer from a range of historical sources understanding that this process is part of finding out about the past |
| 6. HISTORICAL INTERPRETATIONS – Identify different ways in which the past is represented (and suggest reasons for this) |
| 7. MAKING CONNECTIONS – Make links between historical events, individuals, situations and changes studied |

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| 1. CONTINUITY AND CHANGE – Understand how and why change occurs in history, how and why things stay the same, and analyse trends |
| 2. CAUSE AND CONSEQUENCES – Identify, describe reasons for and results of historical events, situations and changes studied in the past |
| 3. SIMILARITY AND DIFFERENCE – Identify and explain similarities and differences within and across different past periods and societies |
| 4. SIGNIFICANCE – Understand why some events, individual's situations, changes, societies and periods are considered significant |
| 5. EVIDENCE (historical enquiry) – Understand the methods of enquiry, including how evidence is used to make historical claims |
| 6. HISTORICAL INTERPRETATIONS – Understand how and suggest reasons why contrasting arguments and interpretations of the past have been constructed |
| 7. MAKING CONNECTIONS – Identify links across and between different periods and between different categories e.g., economic, political, social |

DEVELOPING THE SKILLS/DISPOSITIONS OF A HISTORIAN

We share some key skills/dispositions of historians in order to encourage them to think and behave like a historian.

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| Curiosity | Be curious about the world and the past. Ask questions and wonder why |
| Active Listening | Give your full attention to what different people say, taking time to understand the points being made and asking questions as appropriate |
| Investigative and research skills | Investigate new information for both current and future problem-solving and decision-making |
| Analytical and interpretive skills | Analyse information gathered in order to interpret what you have found out |
| Critical Thinking | Use logic and reasoning to identify the strengths and weaknesses of alternative ideas, conclusions or approaches to problems |
| Judgment and Decision Making | Consider the positives and negatives of actions to choose the most appropriate one |
| Collaboration | Work with others to learn and achieve more |
| Writing | Communicate effectively in writing for the needs of the audience. |
| Speaking | Talk clearly to others to convey information effectively. |
| Social Awareness | Have an interest in human behaviour, culture and society. Recognise that people see things in different ways. |
| Persuasion | Persuade others to change their minds or behaviour based on your evidence |

This is the 'sandwich approach' to historical learning

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| HISTORICAL ENQUIRY Always engage pupils in a valid historical enquiry or puzzling question | |
| Substantive Knowledge Always include knowledge of: | Disciplinary Understanding Always include understanding of: <ul style="list-style-type: none"> ● Evidence |

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| <ul style="list-style-type: none"> ● People, events and developments ● Chronology and features ● Historical terms | <ul style="list-style-type: none"> ● Interpretation ● Cause ● Change ● Similarity/difference ● Significance |
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| <p style="text-align: center;">COMMUNICATION</p> <p style="text-align: center;">Always require pupils to organise and communicate their learning</p> |
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MASTERY IN HISTORY

We want our pupils to gain some mastery over the history they study. They do so by returning to the key concepts each time they study history, therefore deepening their understanding, e.g. knowing that they can look for causes and consequences. We also want them to attain some mastery of the knowledge in each topic. We do this with a *Time Box* – a time line, a set of cards with the images and dates of time periods studied previously plus the hexagons from the topics already studied. At the start of the topic, children revisit these images and talk about what they have learned as they place them on the time line e.g. recognition of an Egyptian pyramid – recall what they have learned about the pyramids – place the image on the timeline – talk about burial and death in Ancient Egypt. This activity aids discussion about chronology, which is vital for historical understanding and making connections within and across time periods. The use of the school timeline can also support this.

SEND

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are for life-long learning, personal growth and development of independence.

Some of the actions we may take to achieve this are:

- Help all pupils achieve the best of their abilities, despite any special educational need or disability they may have.
- Ensure that staff are aware of and sensitive to the needs of individual pupils and that teaching is appropriate to meet those needs.
- Make suitable adaptations to the curriculum for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Use of speaking frames to form reasoned answers.
- Plan adaptable tasks and challenges linked to the objectives.
- Pre-teach topic specific vocabulary.
- Use of images and artefacts in addition to written sources and converting into auditory forms.

KEY VOCABULARY

For each topic, there is key historical vocabulary that we want the children to learn. These are assessed at the beginning and end of a topic using formative assessments (hexagons and questions).

COMMUNICATING LEARNING

Children present and communicate their learning to peers and families on our ‘living history’ day when classrooms are set up as museum galleries by the children. Children prepare artefacts, presentations, talks, dances, quizzes, information sheets, food etc. to share knowledge gained through their enquiry. They pose the same enquiry question to their families.

ASSESSMENT

Teachers assess pupil progress against assessment criteria on Arbor. This informs teachers what concepts need further teaching and development.

KEY VOCABULARY

AD Agriculture Ancient civilisations Archaeology Aristocracy Artefact BC Bronze Age Calendar Causation
Century Change Church Christianity Chronology Colony Conquest Continuity Court Dark Ages Decade
Democracy Discovery Diversity Emigrant Emperor Empire Execution Explorer Global Gods / Goddesses
Hunter-gatherer Immigrant International Interpretation Invasion Invention Iron Age Islam King/Queen Local
Long ago Metal-working Migration Missionary Monarchy Monastery Museum Myths and legends Nation
Oral history Parliament Past Peasant Pope Prehistory Present Primary evidence Rebellion Republic Revolt
Sacrifice Secondary evidence Settler Significance Slave Stone Age Torture Traitor Treason Yesterday