

Teaching and Learning

History is a subject which has the ability to spark curiosity, jumpstart imagination and create a world of wonder within students. Beyond this, the learning of history instils in students critical skills from which they benefit throughout their lives. As students' curiosity is piqued, they learn to ask perceptive questions. As students study and compare two sides or accounts of history, they learn to think critically. As students learn to use and evaluate primary and secondary sources, they gain the ability to weigh evidence and develop perspective and judgement. Taking these skills into the world, along with a thorough understanding of how they fit within the wider world, both past and present, enables our students to leave primary school ready to succeed and achieve the brightest of futures.

Technical: These historiographical skills are taught through the progression of skills from Reception through to Year 6, which can be found in the History Skills Progression documents. These skills are continually revisited to ensure each student is able to use them in a range of contexts.

Context: All students are given the context to understand each unit of study through quality first teaching initially, but also the frequent use of primary and secondary sources. In order to fully embed new learning, teachers plan stunning starts, marvellous middles and fabulous finishes: activities which immerse students within their topic and give them the opportunity to live and experience history for themselves.

Reflection: Students are encouraged to reflect on their work and knowledge through a range of methods: students complete a self-evaluation at the start and the end of a unit of study, and are encouraged to dive deeper into their learning through the careful, considered feedback of teachers during and after lessons.

The Fermor Four in History

<u>Relevance</u> Students should be able to explain what they have learned in a history and relate it back to the wider context of the era. Students should be able transfer the skills they learn within history to other subject disciplines as well.	<u>Engagement</u> Students should be ready to listen and learn in lessons, during re-enactments or activities and while on trips. Students can show their engagement in History by asking questions, working to make connections to other learning and by continually striving to improve work.
<u>Questioning</u> Students should continually be asking questions throughout History learning and should start to engage in the circle of inquiry: as students find the answer to one question, what more could they learn based on this new knowledge?	<u>Articulate</u> As students become versed in historical skills and language, they should be able to articulate their thinking and opinions using learned vocabulary. When all students are able to do this, historical discourse and debate can take place within the classroom leading to deep, meaningful learning.

Approaches and Methods

Teachers are to begin units of study by using timelines to provide context by visiting where the unit of study era falls within the past. Students are encouraged to think about what they already know about the topic and what they want to know (which helps to guide teachers' planning throughout the unit of study). Teachers should carefully consider the sources which they will present to students, alongside materials produced and provided by Steve Mastin, as these sources are what students will draw knowledge from and begin to form their understanding and evaluation of the era. Teachers should allow students the opportunity to peer-evaluate and self-evaluate work produced.

Cross Curricular Links

History naturally lends itself to a host of cross-curricular links. Quality historical texts can be the foundation for engaging Literacy units across the school. History is found in the basis of our number system and the learning of Roman numerals in maths, and can provide the context for reasoning and problem solving. Art history provides deep, complex layers of learning for students learning about particular cultures or artistic movements. History and geography are certainly intertwined, as one discipline cannot exist without the study of the other (for example: the history of changing political borders in Europe due to conflict and warfare, or the development of a civilization based on available local resources). These links and connections should be made wherever possible to enrich students' learning.

Health & Safety

Care should be taken if re-enacting historical events in school, with careful consideration of props used for such activities. Proper procedures should be following when designing an educational visit, including carrying out adequate risk assessments for all possibilities travelling to and at the location of the visit.

Inclusion

No student should be left behind in the study of history. Historical concepts can be condensed to basic themes which all learners should be able to access. However, historical concepts and skills can also be delved into and pushed deeper for learners working beyond the Age Related Expectation. Historical events should be sequenced chronologically and referred back to, to ensure students understand how history evolved and progressed over time. Teacher should differentiate work to a level which allows all learners to understand the material, grasp the concepts being taught, and thrive with new learning.