



**Alexandra**

Primary School

Aspire, Perform, Succeed

## History rationale

### Teaching and Learning in History at APS

In History, children should leave Alexandra Primary School being able to explore the past by comparing and contrasting, examining how and why things have changed, to learn about historical figures and to develop their research and enquiry skills. History is important in understanding not only the events of the past, but how these have impacted on the world today.

At Alexandra Primary School we look to instil in children the ability to think critically about history and communicate ideas in various styles. To have an enthusiastic engagement in their learning by:

- developing cross-curricular links
- enquiry led activities
- speaking and listening activities
- developing debating techniques
- opportunities using computing skills
- hands on historical sources of evidence
- exciting workshops and trips to places of historical interest locally.

We hope through these to promote a passion for history and for children to see themselves as historians.

#### Teaching and Learning of History

At Alexandra Primary School our history is taught through themes across each year that are age appropriate and linked to our Key English texts where relevant in order to deepen children's understanding of the time period studied. Pupils study a wide range of topics from the history of Britain and the wider world. The National Curriculum is used as a basis for what pupils are taught. At the beginning of each unit of study, children express what they know and what they want to know. Throughout the topic, children identify and share what they have learnt. Children explore a range of evidence sources to build and make progress in their knowledge of history. Enquiry skills are used to investigate events in the past and ensure that children learn more and remember. This enables children to retain knowledge for longer and be able to apply it rather than it being retained in the short-term memory.

Our aim is to use a cross curricular approach, where appropriate, to allow children the opportunity to apply their skills but not to distract from the history content pupils need to learn. For example, when children write a newspaper report about an event in World War II the main focus should be on the historical content whilst reminding children of the skills of writing a newspaper report.

#### Inclusion

We have high aspirations for all children and support children with special educational needs to secure the knowledge needed to access content in history. Our vision: Aspire, Perform, Succeed is ever-present in History with a balance of ambition to access the full history curriculum with a clear understanding of the children's needs in order for children to succeed in this subject.

### Characteristics of Historians at Alexandra Primary School:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry
- The ability to think critically about history and communicate ideas confidently in a variety of styles appropriate to a range of audiences.
- A respect for historical evidence and the ability to make robust and critical use of it to support explanations and judgments
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

Below are some of the characteristics that we aim to promote through our history curriculum.

Read	Write	Think
When historians read, they:	When historians write, they:	When historians think, they:
<ul style="list-style-type: none"><li>• Interpret primary and secondary sources of evidence</li><li>• Think chronologically</li><li>• Compare and contrast events or accounts</li><li>• Determine the meaning of words within a context</li></ul>	<ul style="list-style-type: none"><li>• Create timelines</li><li>• Combine evidence from sources</li><li>• Write coherent ideas</li><li>• Create written pieces based on comparisons</li><li>• Use research and knowledge to write in a variety of styles</li></ul>	<ul style="list-style-type: none"><li>• Reply on primary and secondary sources of evidence to guide their thinking</li><li>• Ponder similarities and differences</li><li>• Consider the impact of past on life today</li></ul>

### ‘Sticky knowledge’

At Alexandra Primary School, we recognise that there is a difference between what will be retained close to the point of teaching and that which will be retained forever. Sticky knowledge refers to knowledge that is retained in long term memory. Knowledge mats are used to develop vocabulary, identify the sticky knowledge and key information. They are referred to during the time period studied and can be used to help children see themselves as historians.

### Assessment

When assessing children’s understanding, school will make sure that this is not assessed too close to the point of teaching. Assessment will inform planning and show evidence of children being able to compare and contrast time periods. It is then that the application of their skills and knowledge can be evidenced.

### APS Learning Links

Each historical topic will have a consistent theme to help show progression through the school. This will help children make continuous links throughout their learning journey and allow them to recall similarities and differences with periods of history. Staff select what is relevant and necessary for children to learn and what they would enjoy, in consultation with children so that it is also pupil-led based upon the KWL grids at the entry and end point of the topic. An example of a learning link is Food. Children may investigate the types of food and significance of food in their time period, e.g. Roman times in Year 4 or Tudor times in Year 5. Consequently, children will make links each year where they can compare and contrast between learning links between each time period studied and build upon knowledge year-on-year.

## Learning Links

Themes that help make learning connections across subjects and topics.

When planning each subject or topic, children could investigate a number of similar learning threads or **Learning Links** which might include the following.

Learning Links:



This would then allow children to make links and be able to discuss these links across subjects and make more learning connections, becoming more confident in a subject or topic. Children will then have acquired knowledge and understanding across these areas.

It will also help develop consistency so that skills and knowledge are developed across the school and built upon year-on-year.

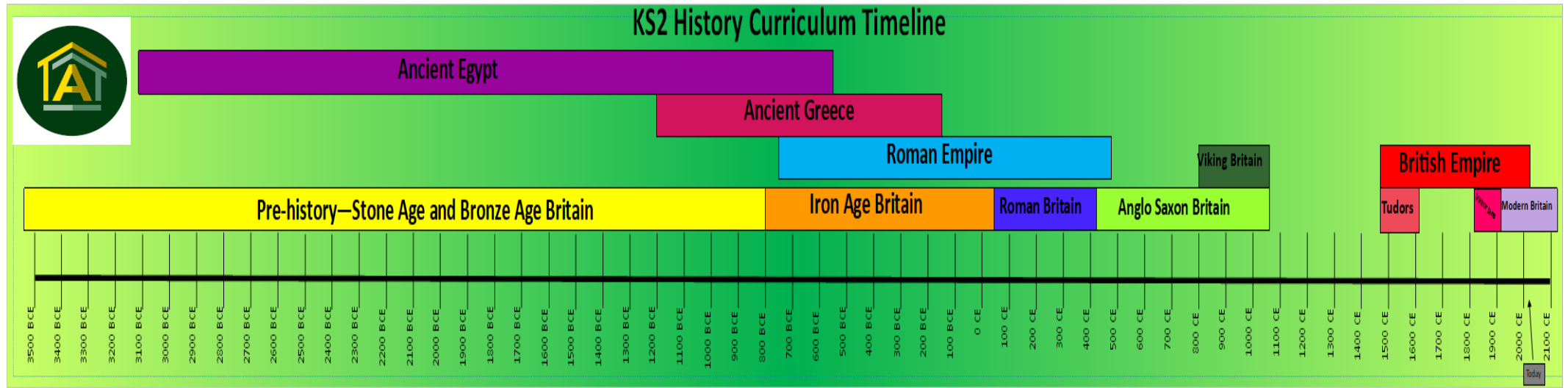
## Historical skills taught at APS



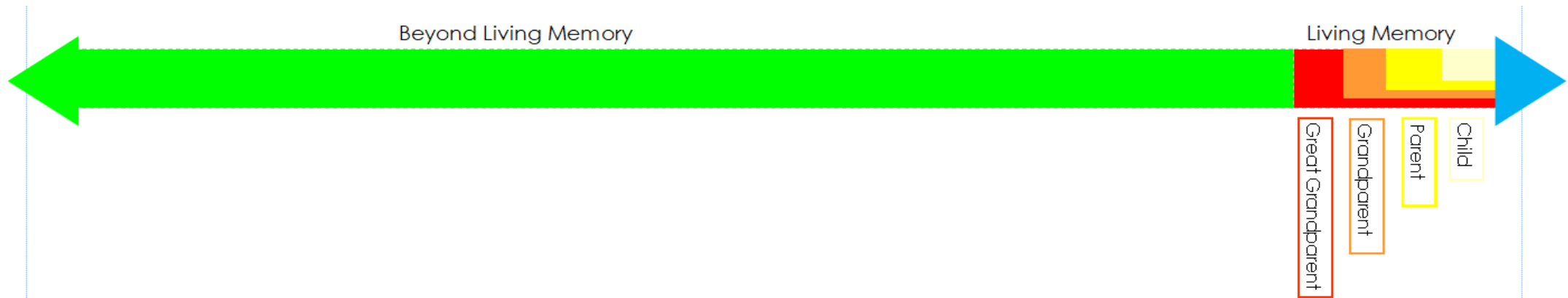
## Timeline

To help with an understanding of chronology, Alexandra Primary School use a timeline for both KS1 and KS2 children. For KS1 children, their historical timeline concentrates on beyond their living memory and their living memory whereas KS2 timeline conveys the actual period of history dates in order and the length of each time period.

## History Timeline



For children, history is best placed in a context that they are familiar with such as family members and extended family.



These two timelines do not represent the same time period in history.

## Historical Questions for Teaching and Learning

At Alexandra Primary School, historical questions are used to help children acquire knowledge and deepen their understanding of the time period studied. Questions can also help children remember previous learning. The aim is to lead children to enquiry, be curious about the past and the consequences of the past on the present and the future.

Key questions to ask and answer during Key Stage 1 History units should involve: Characteristics, Where, Evidence, Significance and Timeline (**CWEST questions**).

Key questions to ask and answer during Key Stage 2 History units should involve: Characteristics, Historical links, Evidence, Significance, Timeline, Elsewhere, Response (**CHESTER questions**).

Examples could be:

### Characteristics:



- What are the most important facts about this person?
- What do these important facts tell me about this person? (focus on understanding, rather than knowing facts)
- What are the most important parts of (key facts about) this event?
- What do these key facts tell me about this event? (focus on understanding, rather than knowing facts)
- What is similar about the way people lived in this time period and *[another time period they have studied]*?
- What is different about the way people lived in this time period and *[another time period they have studied]*?
- What are the most important things (key facts) to know about this period of time?
- What do these key facts tell me about life in this period of time? (focus on understanding, rather than knowing facts)
- What important events happened in this time?
- Which important people lived in this time?
- What were people's lives like during this historical period?
- What was / were society /culture /economy /military /religion / politics like during this historical period?
- What else do I want/need to know about this historical period?

### Where (linked to KS2 Elsewhere):



- Where did this person come from?
- Where did this event take place?
- Did the things that happened in this time period happen in a particular place?
- Were events the same everywhere in the world during this time period?
- What was going on elsewhere in the world during this historical period?

### Evidence:



- How do we know about this person?
- How do we know that this event happened?
- How do we know about this period of time?
- What is the evidence for this historical event?

### Significance:



- How did life change during this period of time?
- Did this time period change anything for the future? How did it make a difference?
- What did this person achieve or help to achieve?
- Did this person's actions change anything for the future? How did they make a difference?
- What is significant about this historical event or period?
- What were the main achievements of this historical period?
- What were the mistakes of mankind in this historical period that people can learn from? How have people living in different time periods learnt from these mistakes?

## Timeline:



When in history did this person live? (birth dates and death dates)  
Did this person live before or after *[another person/event they have studied]* lived / happened?  
How many years before or after *[another person/event they have studied]* lived/happened did this person live?  
What period of time did this person live in?  
Did this person live within or beyond living memory? (living memory: can be remembered by people who are still alive now, not children's own living memory)  
When in history did this event happen? (day /month /year(s))  
What period of time did this event happen in?  
Did this event happen before or after *[another person / event they have studied]* lived / happened?  
How many years before or after *[another person /event they have studied]* lived / happened did this event happen?  
When in history did this person live? (birth dates and death dates)  
Did this person live before or after *[another person/event they have studied]* lived / happened?  
How many years before or after *[another person/event they have studied]* lived/happened did this person live?  
What period of time did this person live in?  
Did this person live within or beyond living memory? (living memory: can be remembered by people who are still alive now, not children's own living memory)  
When in history did this event happen? (day /month /year(s))  
What period of time did this event happen in?  
Did this event happen before or after *[another person / event they have studied]* lived / happened?  
How many years before or after *[another person /event they have studied]* lived / happened did this event happen?  
Did this event occur within or beyond living memory? (living memory: can be remembered by people who are still alive now, not children's own living memory)  
When did this period of time begin and end? (specific years and approximate number of years' duration)  
Was this period of time before or after *[another person /event / time period they have studied]* lived / happened?  
How many years before or after *[another person /event /time period they have studied]* lived / happened was this period of time?  
Did this period of time occur within or beyond living memory? (living memory: can be remembered by people who are still alive now, not children's own living memory)  
When did this event occur?  
How long did this period last?  
What came before and after this historical period?

In addition, the following questions are recommended for KS2. However, in KS1, children can also begin to explore these questions and develop more of an in-depth exploration in KS2:

## Historical Learning Links:



How has this historical period influenced other historical periods?  
How have other historical periods influenced this historical period?  
How does this period/event compare to other historical periods / events (that have already been studied)?

## Response:



What do I think about this historical event?  
What do others (past and present) think about this historical event?