

Being an Historian at Scott-Broadwood and The Weald

Intent: Our Vision

Throughout their time at Scott-Broadwood and The Weald, we aim to develop a love of and deep understanding in pupils of local, British and World history through a wide range of quality historical experiences. This will include school visits and visitors, supporting understanding of how our lives have been shaped by events in our past and helps the formation of curious minds and historically- valid questions. The quality of these experiences and learning will have a direct impact on engaging children in reading, through inspiring history-based narratives, and in their writing and enhances the quality of the writing across the curriculum and in a range of genres. Our locality enables us to make excellent links with a range of historical eras and reflect on how history has affected the way areas change over time, developing understanding of why our local towns and businesses are positioned where they are. Our curriculum motivates pupils to question in greater detail about events in our past.

Implementation: How we plan and teach for being an Historian

Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in enquiry lessons, other lessons and in reading areas. Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhanced the children's historical knowledge, understanding and skills.

We aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence.

We plan historical visits and visitors to provide first-hand experiences for the children to support and develop their learning. We recognise that to have impact the planned experience must be clearly linked to the statutory historical knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.

When children are being Historians, they will be encouraged to apply and embed the skills of being an author, mathematician, engineer, geographer and scientist in a purposeful context.

1. History enquires begin with a lesson focusing on the **chronology** of the new period and how it relates to previous eras taught. Children are encouraged to visualise the relative length of time since, and between, periods studied and the present day.

2. History enquires next identify the **key aspects of the period**, focusing on:

- **Geography** - where the period of history was located.
- **Rulers**

Key historical questions to use when being Historians.

Characteristics:

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?

Historical 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)?

Evidence:

What is the evidence for this historical event?

Significance:

What is significant about this historical event or period?

Who were the significant and/or influential figures during this period?

What were the main achievements of this historical period?

What were the follies of mankind in this historical period?

Chronology/Timeline:

When did this event occur?

How long did this period last?

What came before and after this historical period? Link to previous learning.

- What was happening in **England** at the time (if World history).
- **Inventions** - which children may have experienced or seen e.g. toys, bridges, transport.
- **Beliefs**
- **Settlements**

3. Next children **focus on the facts** (substantive knowledge), **reading information for themselves** wherever possible. Specific **vocabulary is explicitly taught** and selective words are reinforced through a 'Word Aware' approach.

4. After this, children **focus on geography and topography**, and how this influenced the development of the era.

5. Only once children have secured a good understanding of the era (and then mainly in upper KS2), children **practice the skills of the historian** (disciplinary knowledge). For example, children may compare and contrast bridge building techniques to answer the question 'How were the greater engineers: the Romans or the Victorians.

6. Children conclude their enquiry by **completing a challenge** which answers the enquiry question and demonstrates their understanding.

Elsewhere:

What was going on elsewhere in the world during this historical period?

Impact: How we evaluate our learning in History

Children know more, remember more and understand more about History. Children understand and use the key skills of Historical enquiry, organisation and communication, Historical interpretation, chronological understanding and knowledge and understanding of events, people and changes in the past. The large majority of children will achieve age related expectations in History. As historians, children learn lessons from history to influence the decisions they make in their lives in their future.

Lead state of being **Supporting state of being**

The Weald C of E Primary School WHOLE SCHOOL ENQUIRY CURRICULUM OVERVIEW						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years Foundation Stage	People, culture and communities: Babies and my Body		The Natural World: Animals and Habitats		The Natural World Plants and Food Minibeasts	
KS1 (Year 1 & 2) Cycle A	How do we live a healthy life?	How can we help?	How are schools the same?	What could my classroom be made of?	How will we get around in the future?	How do plants grow near me? (4 weeks) What is a home? (1 week block with trip)
KS1 (Year 1 & 2) Cycle B	What do artists do? (4 weeks) How does our school change? (3 weeks – engage, immerse, know how)	What is my hat made of? What are we?	How does our school change? (1 week – Winter) Where is my school?	Who helps who? How does my school change? (1 week – Spring)	How do we move around? (4 weeks) How could we play in different ways?	How could we play in different ways? How does our school change? (1 week – Summer) What grows near me?
Lower KS2 (Year 3 & 4) Cycle A	Where does the darkness come from?	How can we find out about people in the past? Being a historian Local study	What's underneath our feet?	What is the difference between surviving and being healthy?	How can you feel the force? How do plants die?	How do plants die? Why did people travel in the past? Local enquiry & travel Relevant local explorer
Lower KS2 (Year 3 & 4) Cycle B	What is the difference between noise and sound?	Why do we live here? One ancient civilisation – why here? Egyptians – linked to geographical settlement (Nile)	Where does our water come from? What should we flush down the loo?	What should we flush down the loo? What is creativity?	Why are more people becoming vegetarian? Who stood here before us? Local history evidence of Anglo Saxons, Vikings and Normans in local area.	Who stood here before us? Who stood here before us? cont. How can we switch off?
Upper KS2 (Year 5 & 6) Cycle A	How are lives saved? Research a local person who has made a significant contribution	Who were the greater engineers? The Victorians or the Ancient Britains?	Linnaeus and Darwin – how are they connected?	Where does our food really come from?	Who is trading with whom? A history of trade in the local area	Why are shadows important?

	to medicine or saving lives.	Stone Age – Iron Age inventions The Industrial Revolution Brunel – bridges	Fossil detectives using historian skills Knowledge of past constructed from a range of sources.		Timeline of trade in our locality – why was this item important to the local area and why was trade important? Romans, Why are shadows important?	How big is your footprint?
Upper KS2 (Year 5 & 6) Cycle B	What does the Earth look like from the solar system?	How can you show what you believe in? Early Mayans (research & compare with Egyptians – Why do we live here?)	Where is our twin?	What do forces actually do? How can Science help the vulnerable?	How do we all live together? Ancient Greeks -> Philosophy	How are you helping to save the planet? What makes a good performance great?

	EYFS	Cycle A		Cycle B	
History lead subject	What did children play with in the past?	What could my classroom be made of?	How will we get round in the future?	Who helps who?	How could we play in different ways?
History supporting subject					
Periods of History (knowledge)	Themselves, their parents & their grandparents - past events.	Beyond living memory	Events beyond living memory – invention of the steam train, hover craft, aeroplane.	Recent Local History Impact of significant figure.	Recent History: Toys - changes in living memory and beyond living memory.
1. Chronological Understanding (Substantive Knowledge)	Understand that some things in the past are different (including themselves). Re-tell past events using Vocab: Yesterday, last week, a long time ago, when I was younger, before I was born..	Show chronology on a timeline beyond living memory. Materials used to build Vocab: Long ago, past, before my grandparents, time line.	Chronologically order transport types.	Understand People in Recent past (Child, Parents, Grandparents) Vocab: Last week, now, yesterday, After/before I was born...	Understand changes in recent past (Child, Parents, Grandparents). Understand that things (toys) change over time.
2. Historical Enquiry (Disciplinary Knowledge): <i>Causation, change & continuity, Similarity &</i>	History of culture, belief & Art	Observe buildings in the village – compare and contrast past and new.	Photos & pictures as evidence: similarities & differences.	Photographic Evidence of the past.	Ordering Artefacts and Photographs: Oldest/ newest.

<i>Difference, Historical Significance</i>					
ASSESSED SUBSTANTIVE & DISCIPLINARY KNOWLEDGE	<p>Children can:</p> <ol style="list-style-type: none"> 1. Describe how something in the past was different to today. 2. Identify older, newer objects. 3. Discuss places that they have visited in the past using vocabulary to denote time: last week, last month. 4. They can talk about where they live and how long they've lived there. 5. Retell past event from their own experience. 	<p>Children can:</p> <ol style="list-style-type: none"> 1. Place types of building (materials) on a physical timeline (including own house, local building and buildings from the past). 	<p>Children can:</p> <ol style="list-style-type: none"> 1. Explain how people travelled to the UK in the past. 2. Children can recall how people travelled through Capel to get to London and how this is different now to the past. 	<p>Children can:</p> <ol style="list-style-type: none"> 1. Explain chronology in relation to their own family: My life, My parents' lives, my Grandparents' lives. Place significant figure on this timeline. 2. Recall main events in the life story of significant figure. 	<p>1. Children can:</p> <ol style="list-style-type: none"> 1. Explain that toys were different in the past (materials, technology). 2. Order photos of games on a timeline (Victorian, last 30 years, modern). 3. Explain what has changed in toys over time.

Vocabulary	Yesterday; last week; a long time ago; before I was born	Long ago, past, before my grandparents, time line.	Long ago, past, before I was born, future, nowadays, the same and different.	Last week, now, yesterday, After/before I was born... Present, living memory (recent past), past. Local, Similarity, Difference, Helping others	Old, Oldest, Older, New, Newest, Newer, Before I was born (<10yrs), Before my parents were born (10-40yrs), Before my Grandparents were born (>50 yrs).
Enquiry Challenge	N/A	Eng: To design and build an outdoor reading space.	Geog: Make Journey planner to travel on new invented mode of transport.	Hist: Create people who help us display.	Hist: Toy Museum Explanation card of how toy works.
History of culture, belief & Art	Understand that some things were different in the past.			History of significant figure.	Understand that people in the past played with different toys to me.
History of Trade/ exploration	Discuss places which they have visited in the past using chronological vocabulary.		Changes in travel over time.		
History of Settlement	Where do I live?	The materials used to build houses has changed over time.			

History of invention	Identify that some objects/ modes of transport are older than others.	Invention of new building materials.	Modes of transport changes over time.		New toys were invented over time.
Geography links	Links to picture maps of local area/ route to school.	Local area			