

Kirkoswald C of E Primary School History

Implementation

In History we want pupils to learn as young historians and to understand the kind of questions that historians ask of the world. Through an enquiry-based approach our pupils not only build their substantive knowledge and understanding but develop their disciplinary thinking, conceptual understanding and the use of specialised vocabulary and technical terms.

Planning has been adapted from the Connected History enquiries to fit the needs of our children and the locality of our school, whilst ensuring both continuity with prior learning and progression in substantive knowledge, disciplinary knowledge, conceptual understanding and specialist vocabulary/terms. This continuity, sequencing and progression in History provision is detailed in the 'History progression map'.

Enquiries are planned for and taught in three half-termly units in all classrooms. Within each unit teachers plan for a variety of learning activities and styles such as discussions, presentations, research, ICT, diagrams/pictures and fieldwork. Our learning and teaching in History is interactive and practical allowing opportunities for pupils to work independently, in pairs and also in groups of various sizes inside and outside the classroom. Pupils are able to demonstrate their strengths and developing knowledge/skills in a variety of ways to meet the endpoints of learning.

We structure learning in History through 'big question' led enquiries to hook curiosity and interest. Based on the 'big question', pupils work as historians through a series of sub questions. Pupils' stretch their growing knowledge and thinking whilst working through these sub-questions, which are carefully structured to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity. Pupils then apply their understanding to the 'big question' which was posed to them at the start of the enquiry to make their own considered conclusion.