



To Care

HISTORY

AT PICKERING COMMUNITY JUNIOR SCHOOL



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INTENT:

At Pickering Community Junior School, we work together to ensure that all children are engaged in a diverse and stimulating history curriculum that builds on prior knowledge. We aim to inspire our children’s curiosity, encourage them to ask critical questions and to enable them to have a better understanding of the society in which they live and that of the wider world. We encourage our children to develop their thinking about how the past influences the present. We help children to develop a chronological framework for their knowledge of significant events and people and develop them to become historical explorers asking questions like: ‘why do you think, how do you know?’ All children will be provided with a broad and balanced curriculum which reflects the equality and diversity policies and practice in our school.

IMPLEMENTATION:

Skills

Knowledge and Understanding

British historical understanding, including a local history study

- Through the Ages
- Emperors and Empire
- Invasion
- Crime and Punishment (a study of one theme through time)

World historical understanding

- Ancient Civilisations
- Pharaohs
- Ground-breaking Greeks
- Maafa

Using historical enquiry, interpreting historical events and understanding sources of evidence

- Understanding primary and secondary sources
- Evaluate reliability of sources
- Compare sources and consider bias including internal bias
- Address and devise historically valid questions about change, cause, similarity and difference

Chronological understanding

- Time vocabulary taught.
- Time line in front of book is added to each lesson to create a sense of ‘when’.
- Timelines used throughout every theme and a theme specific one displayed.
- Note of connections, contrasts, similarities and differences between time periods studied.

IMPACT:

By the end of Year 6, our pupils will be supplied with the skills to enable them to be critical thinkers about the world around them at a local, national and international level. Through the range of experiences that we will provide, our history curriculum will encourage our children to make links between their own lives and those of other cultures from the past. We will enable them to order different units of study into chronological order. We will enable them to make comparisons between the different time periods that they will study, looking for similarities and differences. Our pupils will leave Pickering Community Junior School with a range of knowledge and skills that helps prepare them for their KS3 studies and ensure that they question the significance of the world events around them.



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HISTORY EDUCATION PEDAGOGY ON A PAGE



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History Supporting Aspects

Cultural Capital

- History visitors.
- Trips and visits to museums and other historically significant venues.
- Historical artefact handling boxes.
- Celebration of local, national and global events.
- Assemblies around significant historical events.
- History books from all periods, not just those studied in Reading Den.
- Diverse cultures explored and discussed.

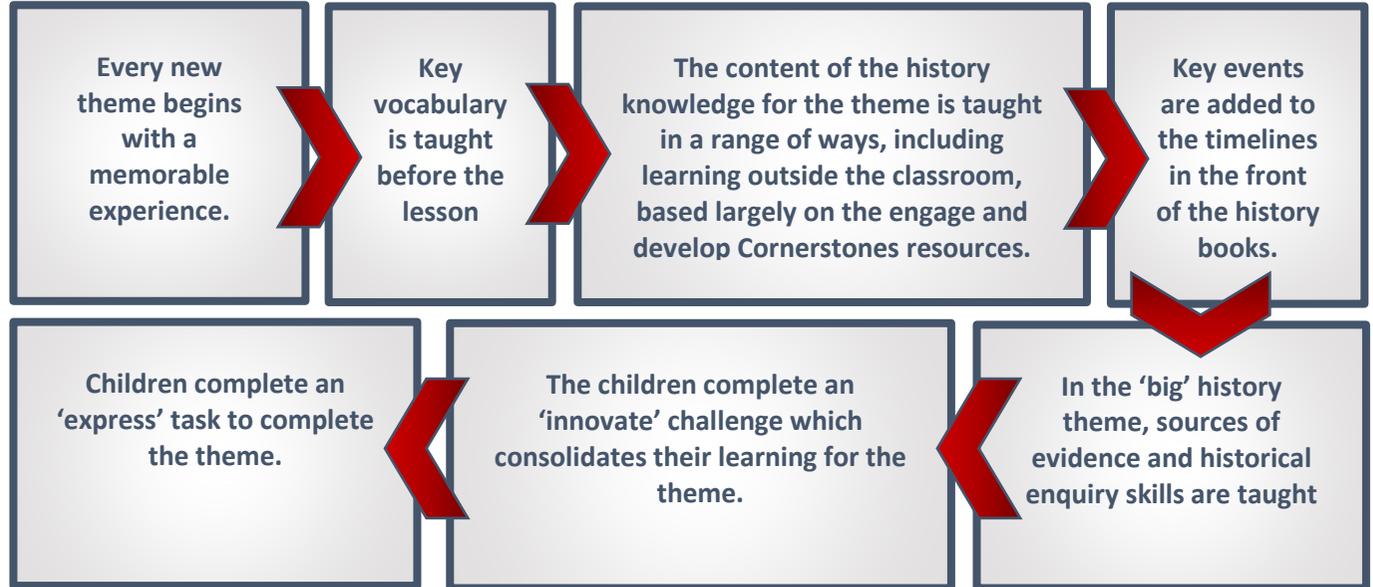
School/British values and SMSC

- Children explore how beliefs and perspectives have changed over time, as well as how the past and present are connected.
- Children discuss the moral implications of the past actions of others.
- Children express opinions and work collaboratively.
- Children visit museums and learn about other cultures.

Learning outside the classroom

- Trips and visits
- Handling artefacts where possible
- Human timelines and sorting
- Re-enactments

History Lesson structure and pedagogy



Core Principles to support the History Pedagogy

- Each year the children complete a 'big' history theme, where they learn the skills within the history toolkit and a 'small' history theme where they only learn the historical knowledge for that theme. This is to ensure skill learning is not unnecessarily doubled.
- During history lessons, key historical events about the time period studied should be added to the timeline in the front of the children's books which builds to create an overview by Year 6.
- Where appropriate, other time periods should be referenced. E.g. the end of the Roman occupation is referred to when learning about the Anglo-Saxons; the Ground-breaking Greeks references the Egyptians from Pharaohs; Crime and punishment will reference many time periods already studied.
- Every history theme should include an appropriate trip or visitor.
- Time should always be made for the innovate and express tasks.