FULBOURN PRIMARY SCHOOL

Our Approach to...

History

Aims:

- To ensure all children have a strong understanding of chronology and as a result, are able to make connections between different periods in history and how they relate to one another.
- To ensure all children develop key knowledge about different periods whilst sparking curiosity and enhancing critical thinking.
- To systematically teach the skills of historical enquiry and encourage children to consider a range of sources and bias when developing their own interpretations.
- To provide children with an understanding of change over time.
- To support children to make comparisons between their own experiences and that of others throughout time.
- To introduce the children to historically significant individuals and their influence on society. This supports the development of a view that they have the power to influence the world for the better.
- To encourage the children to consider lessons that can be learned from the past.

Research base:

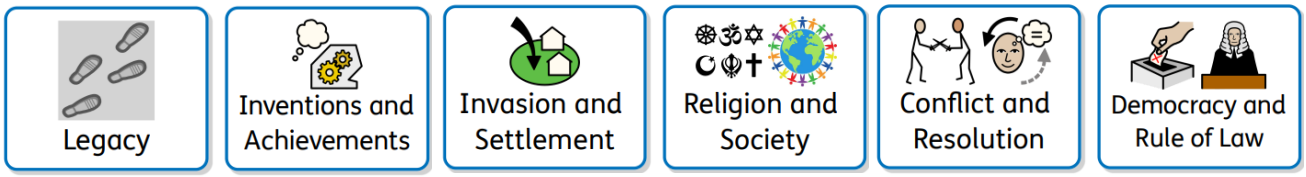
- Department for Education. (2021). *Research review series: History*. https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history
- Teachers Handbook: SEND (NASEN)

Procedures:

- **Key Enquiry Questions** - Each unit is driven by overarching and lesson-specific key enquiry questions. These promote deeper thinking and guide pupils to investigate, interpret and analyse the past. The key questions ensure key content is delivered and help to structure a unit of work. Each historical topic is framed around an overarching key enquiry question to be answered at the end of the unit, which encourages critical thinking (e.g., 'Who were the Vikings – invaders, raiders or traders?' or 'Why did Ancient Egyptian civilisation stand the test of time for so long?').
- **Use of Sources** - Children are introduced to a wide range of historical sources, including artefacts, documents, images and oral accounts. They are taught how to examine and evaluate evidence critically, distinguishing between fact, opinion and bias. Through exploration of sources, children should be encouraged to show curiosity and ask questions using a 'see, think, wonder' routine (I see... I think... I wonder...).
- **Chronology** – Chronology is not taught in isolation but instead is embedded throughout our curriculum. Timelines, recap activities and regular reference points ensure children develop

and retain a coherent chronological framework. Children should be actively using the timeline resource on their unit organisers to contextualise their learning. Timelines should be displayed in all classrooms and cross-curricular links should be made where possible (e.g. placing artists/scientists studied on the class timeline alongside historical periods, figures and events).

- **Golden Threads** – Within our planning and our teaching, we identify and revisit recurring themes across different time periods. This helps our children to connect ideas and develop thematic understanding over time. Key Stage 1 begin by exploring *Legacy* and *Inventions and Achievements* in their history topics. Key Stage 2 continue with these two golden threads, but are also introduced to *Invasion and Settlement, Religion and Society, Conflict and Resolution* and *Democracy and the Rule of Law*.



- **Vocabulary -** Subject-specific vocabulary is explicitly taught, modelled and revisited. Children are encouraged to use historical terminology accurately to express their understanding. Word banks should be provided to support the spelling of topic words.
- **Enrichment** – We believe that history should be immersive and inspiring. Educational visits to museums (e.g., RAF museum in London), historical sites (e.g. West Stow Anglo-Saxon Village) and workshops (e.g. History off the Page), as well as role play and re-enactments within lessons, bring history to life and deepen pupils' engagement and understanding.

Reading:

- Reading comprehension
- Reading and interpreting sources
- Reading fiction to support understanding of a period – bookshelves set up with this focus in mind to support the teaching of History
- Reading and interpreting sources
- Books organised in the library
- Reading examples of Viking Sagas and then using these as stimuli for own compositions.
- Reading comprehension activities in lessons to support construction of own learning, answering key questions

Inclusion by design:

- **Visuals –** Each unit organiser will include a visual timeline to support the teaching of chronology. Key vocabulary will be presented alongside visuals, including a symbol for each golden thread.
- Primary and secondary sources can be adapted through highlighting key words, removing sections of difficult and superfluous language and/or dualcoding (using symbols to highlight keywords).
- Starting off each lesson with a 'hook' - a question or image which inspires curiosity - can help engage learners.

- Regular, low-stakes retrieval quizzing is a useful way to enable learners to retain vocabulary.

Glossary:

Chronology: *The arrangement of events or dates in the order of their occurrence.*

Historical Enquiry: *Investigating and exploring the past by asking questions, observing and using evidence and making deductions about historical artefacts and concepts.*

Critical Thinking: *being able to think about things carefully, ask questions and consider different ideas before making a decision or judgment.*

Golden Threads: *Recurring concepts that are woven through our History curriculum to help children make connections and deepen understanding.*

Legacy: *The impact or influence of a person, civilisation or event on future generations.*