

# A Journey into History



Yr 5/6 visit to the Telegraph Museum Porthcurno.



KS2 visit to Roman town of Pila Northern Italy



Yr 3/4 visit to Helston folk Museum

**"If you don't know your history, then you don't know anything. You are a leaf that doesn't know it is part of a tree". Michael Crichton**

The study of history is a way to put the pieces of the past together and show how we came to be where we are today.

## Intent

The National Curriculum for History states: A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

It is our intent to enable children to learn History as part of our topic based Inquiry Lessons. In these lessons pupils are taught and given the opportunity to practise skills. Inquiry sessions enable the children to take part in interactive activities whilst they become familiar with a range of resources and key vocabulary. Children are given provocations to evoke curiosity. They are given opportunities to follow their own interests, creating their own journey to meet the objectives of the curriculum. They are encouraged to ask their own questions around their learning and research to help formulate and articulate their answers.

Our history curriculum has strong cross curricular links with the texts used in English and links with Music, Art and PE to ensure the children's learning is embedded within a theme.

In EYFS the main focus of Knowledge and Understanding of the World is for children to discover the world around them and develop their understanding of how other people are different from them.



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## Implementation

Humanities are taught through Inquiry. Termly overarching topics are chosen influenced by the interests of the children. There is a strong emphasis on experiential learning focusing on use of artefacts and topic books loaned by the library service and class visits to museums and historic sites both in this country and abroad. Children are given opportunities to experience a range of provocations including a WOW day to launch a new topic. The aim of these are to spark their curiosity and interest enabling them to be independent focused learners. Inquiry sessions encourage children to share their ideas and interests within focused discussions with the aim of making them more confident and comfortable using key vocabulary and subject specific words. The focus is on encouraging pupils to form their own line of questioning and enabling them to follow lines of research to find their own answers or conclusions.

## Impact

Children are assessed termly on their understanding of a range of skills used within their work and their ability to use new, relevant vocabulary Children are curious about different historical work and are able to showcase their learning in a variety of ways chosen by themselves. If you were to walk into Inquiry lessons at Boskenwyn or Germoe schools focusing on history you would see children using artefacts, books and ICT to follow their own lines of research. You see them using their own chosen method to showcase their learning. Lessons are planned to be interactive and inviting. They are supported by relevant trips to extend and engage the children with their learning. The aim is for a visit to a relevant site or a visitor to school to show a range of resources and opportunities to further and deepen their learning of a topic. The end of a topic is celebrated with an opportunity to share learning with the rest of the school community including parents, governors and invited guests. Children have the opportunity to showcase learning and findings in a creative format of their choosing.

## Pupil Voice

Yr R "I loved singing songs about the men going to space and landing on the moon"

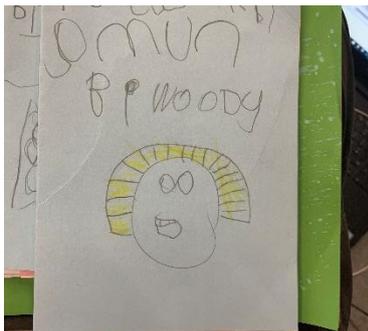
Yr 2 "It was good working out which phone was oldest, some of them were funny"

Yr 4 "I had fun at the museum. The things were old and it was smelly. It made me think I was in the olden days"

## An Example Progression of Skills

History aspect: Using sources to aid our understanding of historical concepts and events						
<b>Reception:</b> Able to link own experiences to events learnt.	<b>Year 1:</b> Find answers to questions about the past from simple sources of information.	<b>Year 2:</b> Ask and answer questions, choosing and using parts of stories and other sources to show key features of events.	<b>Year 3:</b> Using specific vocabulary and sources to describe the outcomes and memories of key events in his/her life.	<b>Year 4:</b> Using sources of information in ways that go beyond simple observations to answer questions about the past.	<b>Year 5:</b> Compare and contrast sources of information available for the study of different times in the past.	<b>Year 6:</b> Construct informed responses that involve thoughtful selection and organisation of relevant historical information

## Examples of Learning Outcomes



Yr R book about Tutankhamun



Yr 5/6 research at Telegraph Museum



Yr 3/4 investigations at King Edward Mine

## Our FAMILY Values

### Fairness

Phenomena: Fair trade, British values (tolerance, democracy, rule of law, respect) manners, honesty. Examples of these and why they are important can be found throughout history in different contexts

### Attitudes to Learning



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Phenomena: Growth mind set, building learning power, mindfulness. The study of history provides opportunities for thoughtful analysis, examples of greatness for inspiration

## Making Healthy Choices

Phenomena: Healthy living, mental health and wellbeing, environmental issues, lifestyles. History offers examples of consequences of not making or being able to make healthy choices due to social and economic deprivation.

## International Citizenship

Phenomena: global issues, religious and cultural diversity, heritage, celebrating differences, power of languages; verbal and non-verbal. Our own local and national history as well as world history enable discussion, analysis and reflection of all these themes.

## Living and learning safely

Phenomena: Online safety, keeping safe: road, sun, fire, sea, antibullying, health relationships, risk management. Online research requires online safety practises. History offers examples of consequences of not assessing risks and keeping safe.

## Yearning for success

Phenomena: Entrepreneurship, raising aspirations, economic wellbeing: History offers opportunities to research lives of historic achievers offering inspiration and aspiration.

## Cultural Capital

Ofsted defines Cultural Capital as:

*'...the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'* Ofsted School Inspection Handbook 2019



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The study of history provides an ideal platform from which to learn about, reflect and analyze the best that has been thought and said. History provides endless examples of human creativity and achievement to inspire and motivate our pupils. It also provides examples of consequences when children do not have the essential knowledge to be educated citizens.

## Our Multi-Disciplinary Approach

Our Federation's topic based inquiry approach provides opportunities to research and inquire using a range of resources and experiences. A full range of learning styles is offered and a range of subjects are incorporated when learning about history. Children are given opportunities to show case their learning in their own preferred method including art, design and technology, ICT, writing, maths (data). The historical threads of our topic are regularly used in the texts used in English lessons and in the reading materials both delivered to the children and in the books offered as reading choices. Songs in music lessons reflect the history theme of our topics and PE lessons include an element of history.

History and geography make up the humanities. Research into either is intertwined with the other. The history of a country is influenced and reflects its physical and social geography. Changes in geography influence and reflect its history. The federation's inquiry based approach enables them to be learned together providing the opportunity to begin to understand this relationship.

## Last Year's Successes

- Topics Underground/Overground, Mystified and Ancient, Food glorious food
- Yr3/4 visit to King Edward Mine studying history of mining
- Yr 5/6 visit to Truro museum to study ancient civilisations linked to topic work and also the history of Cornwall
- Use of pink topic boxes from the Schools Library Service both for books and artefacts linked to topics and used in inquiry sessions.
- Teaching Assistant who is a specialist in Archaeology delivering after school club (currently at Germoe but has offered her expertise to both settings)
- Mandarin language student worked as a TA in yrR/yr1 classes delivered after school clubs with part emphasis on a brief history of China
- Whole school participation in 2 minutes of silence to commemorate Remembrance Day in November across both schools
- Poppy based art work school wide. Collaborative piece by yr5/6 exhibited in local Tesco store

The Mystified and Ancient topic provoked a lot of inquiry into the past particularly the Ancient Greeks and Egyptians. Displays were observed in most classrooms of cross-curricular work particularly design and technology.



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## Priorities for this Year

Ensure appropriate guidance and scaffolding is in place to ensure that children meet the objectives of the curriculum through their own individual interest and independent learning.

Continue to provide high class artefacts, books and websites for independent research.

Ensure children have access to trips to museums and historical sites etc in this country and abroad.

Ensure children receive inspiration from visitors to schools providing inspiration, enthusiasm, provocations and motivation to enhance their learning.