



A message from Mrs Lee, our History lead

History helps us to understand how the past has shaped (and continues to shape) developing a sense of curiosity about how and why change happens and also global, national, and local relationships between people. As historians we are able to follow lines of enquiry and make critical use of evidence to interpret the past and formulate viewpoints. This is something that the History club enjoy, using clues from the past and a range of sources to piece together historical events.

Design and Do

We encourage children to ask 'big questions' and to think deeply. The teaching of history allows us to develop their understanding of the world, how it has changed over time through cause and consequence. This theme runs through our curriculum and allows children to build an overview of the past and the world in the present day. This exposes them to think about the diversity of society, relationships and challenges and apply their knowledge and views to current events and history in the making. Our curriculum ensures that any moments in time are considered with acknowledgement that they will be part of the future chronology of Britain or the wider world. This includes pandemics, Royal Succession, parliamentary changes and conflicts. Children begin to understand the world around them, building their curiosity and wonder in the Early Years. This involves learning through the 'understanding of the world: past and present', making links to their own lives and those of people around them. The EYFS setting includes curiosity corners to allow children to play and explore with artefacts from the past from life in Britain but also other countries and cultures. The home corners and nooks contain past furnishings allowing them to step back in time. This forms the beginnings of Threshold Concepts that are built upon from basic to advancing to deep.

Our knowledge and skills based approach continues across phases and stages with high quality lessons across a range of historical periods, contexts and events. Links are made across the connected curriculum allowing depth of study and transferable knowledge and skills. Connections are made to Geography in the Autumn Term and to Science and Design Technology in the Spring Term. History is carefully mapped and units are taught sequentially with lessons building on prior knowledge and skills. Progression is mapped across progression rivers for the four history strands: within living memory, beyond living memory, significant individuals and significant places and events.

Our aim for History education is that children gain an increasingly mature and informed historical perspective on their world, by developing the following skills: strong understanding of chronology and historical terms; historical enquiry skills and understanding the importance of historical sources as evidence; knowledge of the characteristics of and developments during different time periods. This includes trips and external visitors that further deepen understanding of the unit with hands on experience and immersion in drama.

Each History unit starts with a hook, engaging their interest and curiosity this continues with lessons starting with questions and allowing children to continue an enquiry based approach to learning, making discoveries over a series of lessons. This includes the development and use of historical terms and subject specific terminology. We believe that an understanding of chronology is essential in the development of a secure knowledge of history. Children learn about history topics through the lens of key historical concepts such as: continuity and change; cause and consequence; similarities and differences and significance.

History allows us to be good communicators, working alongside others to tackle some of history's big questions and consider our part in history past, present and future.

Difference

As historians, our children are inspired to develop a curiosity and fascination about the world and its people. Lessons equip pupils with the skills to ask perceptive questions, think critically, weigh up evidence and develop a rounded perspective and judgement. Through History we want our pupils to develop knowledge and skills to succeed in a complex world, cultivating a sense of understanding of humanity and the processes that have led us to where we are today.

Across lessons children 'can' show what they know against 'I can statements'. These are introduced at the start of a unit, revisited during the unit and used to review what they know and can do at the end. Quizzes are used within this process to support children to recall and remember. Our children demonstrate historical knowledge and skills at key milestones, for example, in building an overview understanding of the world; at Milestone 1 they describe significant people and individuals. By Milestone 2 they are able to give a broad overview of life in Britain in the past. At the final milestone they are able to compare British history to other parts of the world and look at continuity and change on a global level. Children at the end of year six reach a level of understanding for the Threshold Concepts: Investigate and interpret the past, Build an overview of world history, Understand chronology and Communicate historically. Over time, children show that they remember more and remember well with outcomes at the final milestone reflective of advanced and deep knowledge. They are able to make connections and show a secure understanding of the world.

Our children become successful learners. They are active citizens with a secure understanding of history both locally, nationally and internationally, making links to their own heritage. They are confident historians and effective contributors who engage readily in local history and community projects. Our engagement in community projects further enrich our children through visits and trips, visitors in school and practical workshops. This includes recent links with Southend Museum and inviting our parents and other visitors in to talk about their heritage. As a whole school we learn about key events and historical figures on days such as: Black History Month (October), Remembrance Day (November), and other international, national and local events.

'Achieving Excellence Together'

Reflections and celebrations

During September, an Anglo-Saxon workshop in Southend Central Museum enabled the children to learn about Anglo-Saxon life through the medium of Art. Pupils thoroughly enjoyed this first-hand experience of visiting a museum and were fascinated to handle artefacts from long ago. The workshop continued over several weeks as children developed their curiosity through meaningful questioning and historical enquiry.

Examples of History

In the Early Years, children learn to talk about the lives of people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling.

Year 1, Children use dot painting to create pictures in the style of aboriginal art. They learn about toys from the past and compare them to toys that they play with today.

In Year 2, children study and discuss the causes of **the Great Fire of London** and its consequences. They have healthy debate about who was to blame for the fire after researching several perspectives of the same event. Children also compare modes of transport across decades with a special focus on The Wright Brothers and their invention of the first motor operated airplane.

By the end of this milestone they are able to observe or handle evidence to ask questions and find answers to questions about the past. They can describe historical events and significant people from the past. They can place events and order them on a timeline, recounting changes that have occurred in their own lives.

In **Year 3**, children learn about ancient civilisations and how their settlements change over time. In art, links are made to how early settlers lived their lives with children making cave paint using natural materials. Children have experienced visits from a stone specialist and identified which period of history the stones probably came from. Year three also take a closer look at ancient civilisations and find out about different settlements of the Maya people.

In **year 4**, children learn about the first settlers and invaders in England including the Romans, Anglo-Saxons and Vikings, comparing their way of life to the present day and understanding how they have influenced our way of life.

By the end of the milestone they are able to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history, suggest causes and consequences for some events in history and describe changes that have happened locally. Describe the social, ethnic, cultural or religious diversity of past society and describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. They understand the concept of change over time, representing this, along with evidence, on a time line.

In **Year 5** children enjoy a WW1 workshop as pre-learning to the study of castles and how they were repurposed during the war. They find out the causes of war and the consequences as a result. During 'The Fairground' study children learn about the origins of travelling fairs and consider how these change after the introduction of the railways.

Year 6, take a deeper look into the impact of war including the changing role of women and the suffragette movement. They also consider 'Is there a better time to live?' looking closely at significant individuals such as Emmeline Pankhurst and Charles Darwin.

By the final milestone children demonstrate their knowledge and skills as historians. They have a secure understanding that the past comes from an interpretation of the available evidence; an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society; an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places and are able to communicate historically, using historical vocabulary and techniques to convey information about the past.

Our children say:

"We learnt about getting older and that old toys are made from wood." - Elodie, Year 1

"I enjoyed doing my own research on how Tutankhamen died. I think maybe he couldn't get on a boat and a crocodile bit him so he got ill. They found evidence of a bite on his leg." – Eden, Year 5

Examples of parental and community engagement

Parents are encourage to come in and share their heritage with our children. this has included information about Nigeria to Trinidad and Tobago. Across the academy children reflect on Black British society and the great achievements of some famous people, particularly those challenging the stereotypes of their time. This is woven within the curriculum and reflected upon during Black History Month, November is always an important time for reflection of the wars gone by and those still fighting for our freedom. Across the academy, children find out about an important time in history creating poppy art, reading and reciting poems and engaging in discussions and reflections of **Remembrance Day**. Links are made with our dear friends at local residential homes.

We were also fortunate enough to join Her Majesty The Queen in celebrating her platinum jubilee. Across the school, pupils engaged in developing their research, art, written and historical skills finding out about The Queen's life and her 70-year reign. From researching about the Commonwealth countries to the events that led to the coronation as well as how the nation would be commemorating this special time, pupils discovered and used these facts through all areas of the curriculum.



Our Platinum Jubilee Day began with the whole school coming together to sing the National Anthem - demonstrating a true sense of belonging and British Values. Each year group then presented their chosen decade through dance, song and speeches to other children in the school, as well as preparing beautiful bunting and colourful crowns to complement the picnic lunch of 'Fun and Friendship'.

Year 6 performed a re-enactment of the coronation – a perfect end to a perfect day. What a momentous occasion.

It was a sad start to the academic year (2022) as we joined in grief at the passing of Queen Elizabeth II. Pupils fondly remembered the celebrations of her Platinum Jubilee in the summer so were keen to commemorate Her Majesty and welcome in a new monarch. Pupils soon realised they may never encounter a Queen again in their lifetime. Certainly a momentous occasion.

Useful websites

<http://www.bbc.co.uk/history/forkids/>

<https://www.nhm.ac.uk/take-part/try-this-at-home.html>

<https://www.dkfindout.com/uk/>

Photo Gallery

