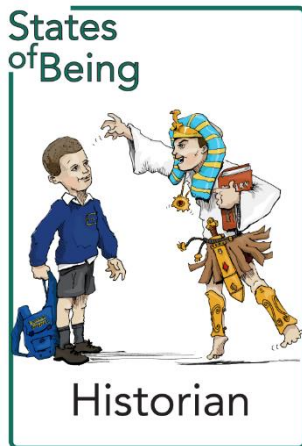


Being a Champion Historian: an approach to History at Filton Avenue Primary



Intent

What is the point of Being a Historian?

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. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The aims of being a Historian are:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Where does it come from?

Being a Historian is integrated into our curriculum through Curious-city. An enquiry-led, local learning approach to the National Curriculum 2014. This approach recognises that the cognitive maturity of learners affects what and how they learn. It also encourages teachers to think of how they encourage learners to be a Historian instead of simply teaching them History.

Within a Curious-city curriculum, there is no 'skills or knowledge' debate. It is seamless blend of both, and through every enquiry, learners are challenged to work independently to prove their understanding of Being a Historian.

Implementation

What does being a lead Historian entail?

- Provide encouragement and ideas to staff across the school. Know when Historian enquiries are happening and speak with the relevant year groups.
- Ensure visits and experiences are carried out and provide support regarding this.
- Monitor content, progression and enquiries and be mindful of coverage 'v' skill acquisition.
- Support with the development of skills and knowledge progressions.
- Lead staff training sessions.
- Drive the development of being a Historian, sharing best practice.
- Evaluate being a Historian and complete a Deep Dive analysis.
- Ensure enquiry planning and floor books (or alternative evidence) are sufficient to effectively represent the state of being you lead.
- Lead a group of children to be "Champions" for the subject and use this group to gather different voices across the school.
- With the State of Being Champions, create an annual newsletter for your state of being, which is sent to families and shared on our website and other social media channels. This should celebrate learning, create aspiration and centre children in current affairs for that state of being.
- Working closely with these Champions, have a strong focus on developing pupil voice, ensuring our pupils know their thoughts are valued and providing evidence of the positive impact of our curriculum.
- Lead being a Historian in line with the school improvement plan and curriculum action plan so that you are sensitive to, and understand how, whole school improvement has to be considered strategically in order to have the best effect and not overwhelm staff.

What is 'covered'?

Essentially, a Curious-city curriculum uses the National Curriculum 2014 areas as a basic foundation of entitlement. However Curious-city is much more than that. It is localised, real-life and challenges learners to apply their learning in unique ways without the support of adults to prove what they have learnt. Local companies, charities, organisations, individuals and objects are used as foci to enhance and instill a sense of curiosity, pride and stewardship.

Impact

How is Being a Historian monitored and assessed?

Every term, *Being Champions* meet as a team (the Enquiry hub) to discuss and share what they are seeing and hearing and, working as a team, help to review the school's curriculum and contribute to the Enquiry action plan.

Twice a year, Being Champions work with the Enquiry leads to review floor books and enquiry books to ensure coverage and progress across the school for their state of being.

As there is no requirement to formally report attainment of History, Being a Historian is assessed through monitoring how a learner responds to enquiries and whether they show a particular enthusiasm and disposition towards it, or, if they constantly needed support in order to access it. This information is recorded on the Enquiry crib sheets which are kept and used for report writing towards the end of the year. These are then passed on to the next teacher to use to support future learning.

KS1		Y1					Y2			
History		What is my hot made of? Where is my school?	How do we move around?	Who helps who?	What changes around me? What am I?	What do artists do? What grows near me? How could we play in different ways? What might I do in the future?	What could my classroom be made of? How do we live a healthy life? How can we help?	What did Brunel do for Great Britain? How are schools the same? How do plants grow near me? What is home? How will we get around in the future?		
Historical understanding	develop an awareness of the past, using common words and phrases relating to the passing of time									
	know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods									
	use a wide vocabulary of everyday historical terms									
	ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events									
Historical knowledge	understand some of the ways in which we find out about the past									
	identify different ways in which it is represented									
	changes within living memory - where appropriate, these should be used to reveal aspects of change in national life									
	events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]									
Historical knowledge	the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]									
	significant historical events, people and places in their own locality									

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Light Blue indicates objectives are enhancing

Dark Blue indicates objective as lead state of being

KS2		Y3	Y4	Y5	Y6	
History		Where does the darkness come from? How can we find out about people in the past? What is underneath our feet? Why did people travel in the past? How can you feel the force? How do about die? What is the difference between surviving and being healthy? What is this difference between noise and sound? Why are more people becoming vegetarians? Why do we like trees? What is creativity? What should you flush down the loo? Who has stood here before us? How can we switch off? Where does our water come from? What does the Earth look like from the Solar System? How can you show what you believe in? Where is our twin? How can science help the home less? Who is studying with whom? What makes a good performance, great? How are you helping to save our planet? What do forces actually do? How are they spaced? Who were the greater engineers? Anna and Darwin - how are they connected? Where does our food really come from? How do we all live together? Why are shadows important? How big is your footprint?				
Historical understanding	continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study					
	note connections, contrasts and trends over time and develop the appropriate use of historical terms					
	regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance					
	construct informed responses that involve thoughtful selection and organisation of relevant historical information					
Historical knowledge	understand how our knowledge of the past is constructed from a range of sources					
	changes in Britain from the Stone Age to the Iron Age					
	the Roman Empire and its impact on Britain					
	Britain's settlement by Anglo-Saxons and Scots					
	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor					
	a local history study					
	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066					
	the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China					
	Ancient Greece - a study of Greek life and achievements and their influence on the western world					
	a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300					

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