

History at Great Dunham Primary School

Our vision at Great Dunham is to unlock the potential of every child. We create a learning environment in which children, and adults, are inspired to learn and motivated to achieve. We believe the study of history inspires children's curiosity, encourages them to ask critical questions and enables them to have a better understanding of their own local and global community, unlocking the potential of every child. When children leave Great Dunham, they will have developed an awareness of the past and be confident historians. They will have developed an understanding of significant events and figures that have played key roles in global, national and local development. History is the focus subject of the Autumn term project but interconnects with other subjects within the learning in Spring and Summer terms.

Cycle	Autumn~ Discover	Spring~ Explore	Summer - Create
1 R/ 1/ 2	What if you could do something to change the world?	What if meerkats wanted to live in Iceland?	What if you made a book all about you?
2 R/ 1/ 2	What if you were famous?	What if you lived in a different country?	What if Paddington was lost in Great Dunham?
3 R/ 1/ 2	What if there was no fire?	Why do we love being by the sea so much?	What if we used music not words to tell stories?
1 Year 3/4	Why is the rest of the world so interested in Ancient Egypt?	What if you lived in France?	Does clothing define you?
2 Year 3/4	What if the Romans had never invaded Britain?	Does adversity always make you stronger?	What if you could set up your own art gallery?
1 Year 5/6	What if you had to choose- Athenian or Spartan?	Do we always appreciate what we have?	What if we could step into a painting?
2 Year 5/6	What if World War 2 had never happened?	What if the River Nar had a different course?	How does Islamic Art influence the world?

In KS1, children will explore the events commemorated through festivals or anniversaries (e.g. May Day, Armistice & Trafalgar day)

During Autumn 1, every class will celebrate Black History Month with a focus on various key figures from black history.

Historical Association suggests that we need to develop conceptual understanding and apply skills

Concepts

- a. Chronology – time-lines and sequencing events but understanding how those sequences can be traced back to each other
- b. Change and continuity – similarities and differences within times as well as across periods
- c. Characteristic features – how we recognise the defining features of a period or event through physical features, such as dress, architecture, transport, and the ideas that shape the period
- d. Cause and consequence – why things happened and the effect that these events then provoked. The ripple through time if you like
- e. Counter-argument or historical interpretation – an awareness that there can be different versions of the same event, that history is about fact, bias and point of view.

Skills

- a. Enquiry – history is all about investigation – leave time for questions from the children as well as focusing on what you feel is key
- b. Evidence – we don't make things up so we rely on sources of evidence. Use as much primary evidence as you can. Layer different sources to extend understanding and allow for different learning styles. Don't be frightened of using documentary evidence, scaffold if necessary but give children a chance to use the full range of material.
- c. Evaluation – select and combine information, and investigate for bias. Analysis is all-important here as you encourage children to identify what is significant.
- d. Organise and communicate – historical understanding can be shown through image, discussion and debate, diagrams and tables, drama and dance as well as written tasks.