



## Teaching History at KJA

The teaching of History at Kensington Junior Academy encourages our pupils to become curious and critical thinkers, preparing them for further historical enquiry beyond Key Stage 2. It will help them to think objectively, weigh evidence, sift arguments and develop perspective and judgement.

The learning at KJA is rooted in the five Learning Behaviours and combines practical skills with greater knowledge, which will prepare pupils for life in a world where understanding, adaptability and transferable skills are critical.

Our core intent is to enable all pupils to:

- Develop an enthusiasm for and foster an interest in history.
- Develop critical thinking when considering sources; analysing trends and change; drawing connections and contrasts and considering significance.
- Develop an understanding of chronology.
- Understand and use methods of historical enquiry.
- Gain a knowledge and understanding of past societies and impact they have had on us.

History is taught, where possible, as part of a cross-curricula model with staff following a process model to ensure pupils become adept at '**Thinking like a Historian**'.

# A Process Model for History

## #1 Enquiry

- Using and critically thinking about primary and secondary sources.
- Build an understanding of the period in which they are researching.

## #2 Chronology

- Creating and using timelines.
- Understand key dates associated with the time period.
- Appreciate what came before and after.

Think like a  
**Historian**

## #3 Analysis

- Consider the cause and effect the time period has had on the 21<sup>st</sup> century or other time periods.
- Identify similarities, differences, trends, causes and effects.

## #4 Historical Perspective

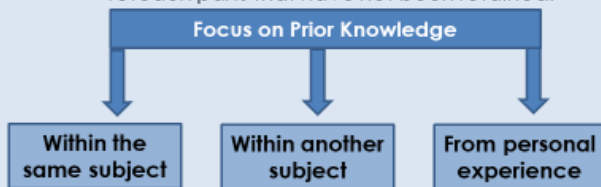
- Understanding historical significance.
- Be clear about your conclusions and understand their bias.
- Be able to articulate and share.

In order to **'Think like a Historian'** pupils will work through four distinct areas:

### Link It

#### Focus on Prior Knowledge

- Be proactive in helping pupils to **recall prior learning** from previous units of learning within the subject or from other subjects.
  - Give time to, and respect, any **personal experiences** pupils may bring to the learning.
- Ensure **pupils are secure in their prior knowledge** within the subject before starting new unit of learning.
- Where appropriate, use a diagnostic assessment to check on retention and then reteach parts that have not been retained.



### Learn It

- **Present new learning to pupils in small chunks** to prevent cognitive overload.
  - Effectively the **composite and component** examples work for this.
- **Provide effective modelling** and plan time for guided and independent practice.
- Ensure there are opportunities for pupils to **develop their substantive knowledge** alongside **disciplinary knowledge**.
- Start with an activity to focus on **being a scientist, historian or a geographer (artist, technologist)**
  - Ensure you have **rehearsed any new concepts** and checked understanding.
    - **Use talk for learning** to comprehend new concepts and vocabulary.
  - **New Vocabulary**
- Ensure that there are opportunities for pupils to learn new vocabulary (speaking frames, etc).

### Check It

- **Create checkpoints** throughout the lesson to ensure that pupils have understood the current learning.
- **Mark in the moment** and provide instant feedback to pupils. Ensure you **pick up on pupils who are falling behind**.
- When possible, **provide rapid intervention** for those pupils that need it.
- Use retention assessments to help you **gain a picture of any gaps** that may be occurring.

Use the information from above to target intervention through peer support and teacher and TA support.  
Identify individuals who need additional challenge.

### Show It

- Ensure that there are opportunities for pupils to **showcase** their learning.
- Ensure that this **links the disciplinary with the substantive knowledge**. For example, in history ensure that you link in the impact the period studied had on our lives today. Give pupils time to challenge the quality of the evidence.
- Maximise opportunities to **develop cross curricular activities**, independent writing, knowledge displays, group activities that could be filmed and shared as well as through debate and drama.
- Provide ample opportunity to showcase their new skills and new knowledge in a **variety of ways**.
- In addition, provide **opportunities to use the new vocabulary** they have acquired in other areas of the curriculum.

# Outcomes of Learning

Tuesday 12<sup>th</sup> September

Where do I belong?  
Why did people choose to settle in Ilkeston?  
L.O. To use historical clues and artefacts to learn about the past

Retrieval

Stone Age → Bronze Age → Iron Age → Romans in Britain  
Anglo Saxons → Vikings → Victorian period → World War 1 → World War 2 → Present day

Gold coins

Front of a purse

Scepter

Anglo saxon Shield

Helmet

King Shoulder cuffs

Gold Belt Buckle

Tuesday 22<sup>nd</sup> November 2022

Where do I belong? Why did people choose to settle in Ilkeston?  
L.O. To understand why the Anglo-Saxons settled in Ilkeston

Success Criteria: I can identify why we choose to live in Ilkeston. I can identify why the Anglo-Saxons chose to settle in Ilkeston. I can compare why we live in Ilkeston today with why the Anglo-Saxons settled here.

Why do we live in Ilkeston today?	Why did the Anglo-Saxons settle here?
It is near to the shops.	Because it is high up.
It has decent weather.	Because their home town wasn't a good
Parents may have grown up in Ilkeston.	place to farm because of the numerous amount
It's a safe place.	of floods. The Erewash River Erewash is
It could be close to work for your parents.	nearby, so they have easy access to water.

Why did the Anglo-Saxons settle in Ilkeston? Do we live in ~~Ilkeston~~ <sup>Ilkeston</sup> for the same reasons? Why? Why not?

We do not live in Ilkeston for the same reasons because they needed somewhere high up to live to increase they are attacked. However, we don't get attacked anymore so we no longer need to live high up. We now usually live in Ilkeston because we are nearer to the shops or our parents might have grown up here. But the Anglo-Saxons settled here because they had easier access to water.





# History



WE LEARN ABOUT THE PAST USING THESE HISTORICAL CONCEPTS

- 1. Chronology
- 2. Cause and Consequence
- 3. Similarity and Difference
- 4. Source Enquiry

Cause and Consequence

Cause and Consequence



2,300 BCE

800 BCE IRON AGE 43 CE

2,300 BCE BRONZE AGE

43 CE ROMANS IN BRITAIN 410 CE 711 CE 1066 CE 1453 1918 1939 WORLD WAR II 1945

1,500 BCE ANCIENT EGYPT 332 BCE

600 CE EARLY ISLAMIC EMPIRE 1700 CE

Similarity and Difference

1700 BCE ANCIENT GREECE 146 BCE

Source Enquiry

PRESENT DAY

