

At Chirton School we want to instil a love of history where children develop their curiosity, fascination and knowledge of the past, as well as their place within it, encouraging them to undertake new experiences throughout their lives



Intent – We aim to move children on from Chirton...



Having a secure understanding of chronology and how time periods fit in a wider context both in the UK and the wider world.



Eager to learn more and willing to ask questions which deepen their knowledge and understanding.



Articulating their knowledge using technical vocabulary that enables them to express their thoughts.



Reliably selecting sources of evidence to support their arguments and discussions.



Thoughtfully presenting their ideas in a variety of curriculum areas to enhance their understanding.



Implementation – How do we achieve our aims?

Blocked planning

This approach provides children with an immersive experience for 3-4 weeks, where both skills and knowledge are explored and developed thoroughly. Blocks are linked to the Value of the Term, resulting in deep and meaningful conversations developing. At the beginning of a block, Growing Grids are shared with the children so that all understand the expectations of the learning ahead, as well as the desired outcomes; children become extremely familiar with these grids throughout a block, self-assessing against the new knowledge and skills acquired and in line with our challenge system of Acorn, Sapling and Oak. This provides a clear directive to teaching staff about next steps. Due to mixed-aged classes, a robust rolling programme is also in place.

A clear progression of skills and knowledge

Through a regularly reviewed skills progression document, children are provided with a clear path from EYFS to Year 6, of skills which cover investigating and interpreting the past, building an overview of world history, understanding chronology and communicating historically. These are taken from both Chris Quigley and the National Curriculum. Through our mixed aged teaching set-up, skills and knowledge that is underdeveloped are monitored carefully through Growing Grids and end of block assessments; if gaps arise, conversations are held between teachers and assessments carried over into the next academic year so that these can be filled. Knowledge organisers are distributed to children and parents at the beginning of each new history block so that development of key information can be discussed and gathered prior to in-class learning, which promotes a thirst for knowledge.

Quality First Teaching

Although our classes encompass wide-ranging ages, during history lessons, all children remain in class working and learning together. Various teaching methods are deployed including, differentiated tasks and small group work handling artefacts alongside the class teacher or TA. This inclusive approach ensures those learners with additional needs are never left behind, being exposed to the same curriculum, language and techniques as their peers. Despite individual needs, all learners are expected to have high aspirations of themselves and what is achievable; our Acorn, Sapling, Oak challenge approach supports this ethos, fully encouraging all learners to take ownership of their historical work.

High quality experiences

As part of our 11x11 programme, every child is provided with the opportunity to visit a national gallery or theatre before they leave school in year 6. Local community members and the Wiltshire Library Resources also provide experiences through a range of working backgrounds as well as secondary school visits.



Implementation (continued)

Tiered vocabulary

Across the school, children are encouraged to express their ideas, questions and reasoning through speaking and listening opportunities, including partner talk and hot-seating. Our tiered vocabulary progression document, from EYFS to Year 6, provides stimulus, sentence starters and question builders, being on display in each classroom; this leads to improved articulation of historical events, significant people through time and the characteristic features of the past. Which ever level a child is working at, they are exposed to all vocabulary, resulting in no limitations to what they can achieve.

Development of Independence

Planning ensures there are a mixture of opportunities for both independent and group learning. Through practical involvement and individual development of investigations, children are encouraged to think deeply for themselves, in a safe environment where all scientists views are valued. Time is provided for reflection on individual predictions and results where questioning and interpreting one another's outcomes is supportive of independent achievement.

Opportunities to flourish

Able, Gifted and Talented sessions are organised across the MAT so as pupils with a particular historical flair, have the opportunity to meet with like-minded individuals who can further explore the past and world history. Through recognition of our 6Rs learning behaviours, children self assess and evaluate their accomplishments in history, where successes are celebrated and areas for improvement worked on to further understanding and knowledge embedment.

Forest School links

History is heavily interweaved in our Forest School provision and provides ample opportunity for links to be made between local history and our everyday lives, further preparing all for the contemporary world. Through regular re-enactments and the creation of historical events using natural resources, pupils communicate historically and put themselves in the position of others. Presentation of learning is often immediate where pupils become the teachers of others, both within our on and off-site provision.

Gaining respect

Through the teaching of history at Chirton, we promote the importance of respecting one another's learning as well as the contexts of history events in the past. We listen and we respond respectfully, asking questions which will deepen knowledge and understanding.



Impact: How will we know we have achieved our aims?



Pupils are engaged and productive in learning.

Through an enquiring mind, pupils express a high interest in discovering new things about the past.

Pupils know more and remember more, having knowledge to allow them to make progress from their starting point

Pupils have strong historical skills that allow them to relate to the wider world and transition to secondary school with confidence.

Pupils have high aspirations of themselves leading to strong academic progress.

Pupils take pride in their work by presenting their learning with confidence and enthusiasm.