Abstract

This article aims to present some analysis from the experience offered by a field research conducted in an Elementary School from the precepts of History Education. It is intended to discuss issues related to the school's fifth grade (6 years) from a public school, for example, the teaching strategies and the relationship of students with the knowledge of history. We search from observations of History lessons, as students and teacher externalize the main challenges and difficulties of the transition from fourth grade (5 years) for the fifth grade (6 years), based on these observations and the talking with researchers of Education and the Teaching of History Barca (2009), Malerba (2011), Schmidt (2009) e Rüsen (2010). With this we lift questions that reveal what relation has the fifth-grade teacher with the initial years. We also observed the relationship of subjects and approaches among themselves and with the historical knowledge and the teaching strategies with respect to textbooks.

Keywords

Historical Education, teaching History, historical knowledge.