

## **Approach to Teaching History (updated September 2024)**

Planning/Assessment to reflect the NC aims

Each lesson will have a key mastery question or historical claim (linked as below) to investigate in the lesson. The relationship between 'substantive' and 'disciplinary' knowledge has been meaningfully synchronised into each unit of study, through careful curriculum design. It is cohesively delivered in each lesson so pupils have repeated encounters with a wide range of important concepts in a number of different contexts.

Success Criteria should be linked to the lesson question/claim, the key knowledge and reference to the sources used in the investigation. Historical knowledge and their historical analysis are taught simultaneously for example, 'What other ways could we find out what happened during the fire?' Pupil response will be supported by reference to the historical skill of using sources - information gained from eyewitness statements (Pepys' diary) analysed during the lesson, information from encyclopaedias and online research.

Teachers must ensure they are aware how the unit of study they are teaching deepens and broadens an over view of the substantive concepts of **empire, equality, trade and people of significance** for future development.

**Chronology, substantive concepts, disciplinary and enquiry skills should run throughout the sessions (refer to overview of substantive and disciplinary progression document).**

Lessons and evidence in books should reflect the key questions:

### **1. Initial Assessment, mid and end of topic assessment (this may be on the working wall)**

Initial assessments measure prior knowledge and may or may not be recorded in books. These could be a mind map/thought shower, key facts, or key questions, multiple choice, true or false statements directed to topic to identify misconceptions and generate or modify teaching points. Mid and end topic assessments should require children to demonstrate mastery and understanding of substantive and disciplinary concepts, of the current historical enquiries and previous year groups topics. This could be through the use of a previous artefacts, source or statement.

### **2. Historical significance/Chronology**

This sets the context – establishing a timeline within history to include present day to help children understand the concept of time and link to previous history studies. (Refer to the progression in skills for chronology).

### **3. Sources and evidence**

This refers to pre-conceived ideas gathered initially. Sources and evidence inspire pupils' curiosity and prompt them to think critically about images, information, myths,

common perceptions, stereotypical features and draw conclusions from what they have discovered.

#### 4. Similarities and differences

Pupils study in depth, the characteristics, life and achievements of a society and their influence on the western world. Pupils explore their diversity and complexity - the roles of men and women, people's lives and relationships between different groups and/or key people. Pupils explore similarities and differences between past and present and draw conclusions about the impact on today and the legacy: achievement and follies of humankind.

#### 5. Causes and Consequences

Pupils investigate significant events and turning points, causes and consequences. They explore the expansion and dissolution of empires; create more detailed timelines of events and periods of time; gain historical perspective between cultural, economic, military, political, religious and social history, *e.g. how wealthy people could pay to evacuate during the fire of London; social hierarchy in Ancient Rome; opportunities for boys vs. girls in Ancient Greece; oppression and discrimination vs. power e.g. Suffragettes, Rosa Parkes.*

#### 6. Change and continuity

Pupils study continuity and change over time during a period including short and long-term timescales, *e.g. immediate impact of the fire of London on people's lives and the longer-term consequences such as change in building regulations.* Pupils study how Britain has evolved over time; note connections, contrasts and trends over time and develop the appropriate use of historical terms. Pupils explore change in cultural, economic, military, political, religious and social attitudes over time. Pupils study how settlement has shaped Britain and continues to evolve and how aspects are reflected in our locality.

#### 7. Historical interpretation

Do we have a greater understanding of abstract terms, such as civilization, peasantry? How has this society and people's lives shaped our nation? How has it affected our own identity and equipped us to face challenges of our time? What have I learned about their culture, achievements, follies, characteristics? How has Britain influenced and been influenced by the wider world? (*E.g. manufacturing, craft, industry, trade links, language*).

#### Each topic should include evidence of

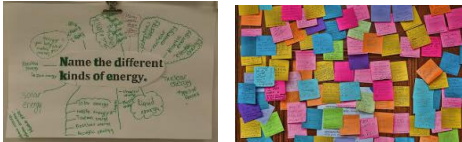
- **Informed responses** that involve thoughtful selection and organisation of relevant historical information, gathered from a range of sources as part of the investigation. Conclusions should be drawn and evidenced.

- **Historically valid questions.** Pupils' own structured accounts, including written narratives and analyses.
- **Weighing up of evidence,** sifting arguments and thinking critically, developing perspective and judgement, discerning how and why contrasting arguments and interpretations of the past have been constructed.
- **By the end of the topic,** children should be aware of the key characteristics and features of the society or person studied and their impact on Britain. They should have completed a sustained piece of writing where appropriate, e.g. *brochure, booklet, news report, chronological/non-chronological report, letter* and could present learning in a different format, e.g. *PowerPoint, 3D model, speech, interview, drama., assembly, music.*
- A **10-minute Round Robin** will be used for **pupil self-assessment** at the end of the topic to assess their knowledge, skills and vocabulary. As part of their self-assessment, pupils should discuss the topic using year group success criteria and incorporating talk prompts as necessary.
- **Working walls** should reflect the journey of the topic and answer the key questions. Exemplary pieces of work should be included to use as WAGOLLS in future years.

**Enrichment trips or visitors** to be planned to enhance topics where available.

### **Working walls should include:**

- Children's questions/I wonder/thoughts



- Key questions from planning and findings.
- Success criteria
- Key Vocabulary – with definitions/pictures (SALT model)
- Time lines – evidencing significant moments in people's lives/achievements; showing various historical periods studied.
- Reference to artefacts (images or real)
- Topic related information including, but not limited to: map of the relevant locations; work/images/photos reflecting the learning journey
- timeline for comparison
- Books related to topic

### **Other useful visuals:**

- images of artefacts
- timeline for comparison