

Approach to Teaching History (revised March 2022)

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. A conclusion or some form of analysis should be evident in each lesson. Assessment for learning should take place throughout. Success Criteria should be linked to the lesson question, the key knowledge and reference to the sources. They should regularly address and devise historically valid questions about change, cause, similarity/difference and significance.

Success Criteria should be linked to the lesson question/claim, the key knowledge and reference to the sources used in the investigation. 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.

Historical skills should run throughout the sessions (refer to skills sheets)

Lessons and evidence in books should reflect reflect the key questions:

1. Initial Assessment (this may be on the working wall)

This may or may not be recorded in books. 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/modify teaching points. Measure of what they know initially.

2. Chronology/long arc of development

Set the context – establish timeline within history to include present day to help children understand the concept of time and link to previous history studies. (Further timelines may be used in detail as needed, e.g. sequencing events during the five days of the fire of London).

3. Interpretations of the past (this may weave into different lessons when studying new images/sources)

Refer to pre-conceived ideas gathered initially. 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. Life and achievements of the society/significant person

Study in depth the characteristics, life and achievements of a society and their influence on the western world. Explore their diversity and complexity - the roles of men and women, people's lives and relationships between different groups/key people. Explore similarities and differences between past and present. Impact on today/legacy. Achievement/follies of mankind.

5. Significant events in the period

Investigate significant events/turning points, causes and consequences. Explore the expansion and dissolution of empires. Create more detailed timelines of events/time period. 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/girls in Ancient Greece, oppression and discrimination versus power – Suffragettes, Rosa Parkes.*

6. The Process of Change

Study continuity and change over time of the 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.* How Britain has evolved over time. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Explore change in cultural, economic, military, political, religious and social attitudes over time. How settlement has shaped Britain and continues to evolve. How aspects are reflected in our locality.

7. How has our initial viewpoint/interpretation changed? How has this person/civilization impacted on our society?

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 impacted on 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/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 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 to be planned – minimum once.

Homework tasks should include models, independent research, powerpoint presentation, visit to a historical site/museum etc.

Working walls should include:

- Children's questions/I wonder/thoughts



- Key questions from planning and findings.
- Success criteria
- Key Vocabulary – may need definitions or images
- Time lines – evidencing significant moments in peoples lives/achievements; showing various historical periods studied.
- Reference to artefacts
- Map of the relevant locations
- Work/images/photos reflecting the learning journey

Other useful visuals:

- images of artefacts
- timeline for comparison