



Rationale for shared teacher guidance in History

This a guide to how we teach History at CAW through, in this document you will find the process, strategies, documents and links to curriculum. Happy exploring!

The Leadership of History

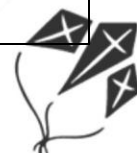
Quality of Education Lead	Assistant Headteacher	Operational Leader
Thomas McMorris	James McAdam	Olivia Grandi

The Teaching of History

To best meet the needs of children in History we use carefully planned lessons to be both practical and meaningful to the children, using well-chosen and high-quality resources to inspire their curiosity. History is taught for one hour a week for one of the half terms alternating with Geography. Teachers will enter all sessions with an ambition for pupil retention of key facts, think critically, weigh evidence and develop perspective and judgement – these will be carefully considered when Medium Term Planning to promote accelerated progress. Progress is monitored through the use of pop quizzes, pre and post topic. The practical application of skills and knowledge should be promoted; evaluation and demonstration of learning might be made practical and meaningful using careful task design to enable children to understand the complexity of historical concepts. Teachers use “weekly slides” to illustrate our commitment to children being able to articulate “when” they are in history, ensuring they understand chronology, use appropriate historical language like AD and BC and identify the time period on a timeline. Teachers will also use these slides to encourage children to calculate how many years and centuries ago their topic was in relation to now in order to build their knowledge of chronology. These slides remain the same throughout the year but are added to link the different topics. Parental engagement events are held termly to provide children the opportunity to showcase their learning.

When Medium Term Planning for History consider

Stimuli/Resources	Websites/Staff Server	Planning support from	Dates/Events
<p>A central focus of History is studying a topic while focusing on a key question, thinking squares and knowledge organisers. These resources can be found on the website or in the Curriculum folder.</p> <p>Think about the finished product for children and provide children an example.</p> <p>The National Curriculum. Thinking carefully about how the key strands are being met.</p> <p>The humanities resource cupboard in Y6 including</p>	<p>History Skills Progression</p> <p>Do your research, there is a lot to cover and independent research will be crucial, BBC Bitesize is a reliable source, if you need any help or support find me!</p> <p>Learning Objective template (in the staff shared folder)</p> <p>Line guide template (in the staff shared folder)</p>	<p>James McAdam (AHT)</p> <p>Olivia Grandi (History)</p>	<p>Parental engagement events are designed to encourage pupils and families to take part in an activity related to their topic of study and encourage a love for learning.</p>



practical resources and books
related to the topics.

Pop Quizzes template
(in the **staff shared folder**)




Knowledge Organisers
and Thinking Squares
(in the **staff shared**
folder)

SEND Support

When medium term planning for History, teachers consider how to best support all children regardless of attainment. This is done through carefully thought out task design and appropriate scaffolds in challenges including the use of Communicate in Print to support the reading of more complex concepts.

In line with our teaching and learning policy, our most effective way to support children with SEND will be through quality first teaching and appropriate questioning. For lower attaining SEND learners we support them by ensuring tasks are pitched at an appropriate level and resources are readily available to provide the most appropriate entry point to work including matching activities and circling the correct answer.

Successful lessons for SEND pupils include the use of a clear First, Next, Last. This chunks instructions sequentially and enables children to know exactly what is required and when for both oral and practical activities.

<p>First </p> <p>In your groups look at the pictures of the main castles in Britain....</p>	<p>Next </p> <p>Discuss: What do you notice about what surrounds a lot of these castles?</p>	<p>Last </p> <p>Discuss: What do you notice about where a lot of these castles are built?</p>
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Early Years

History statements from the National Curriculum have been matched to appropriate Early Learning Goals, when relevant to their topic. This shows next phase readiness for the KS1 National Curriculum and provides suitable challenge. This ensures children in Early Years building the foundations of their knowledge in preparation for KS1.

[illegible]




Most effective lessons ...

Including learning about in relation to now and previous topics taught. We need children to understand *WHEN WE ARE* in relationship to the unit of study.

Each half term:

- All children will be assessed on knowledge through the use of Pop Quizzes. Pop Quizzes at the beginning of a unit should be printed in blue and Pop Quizzes at the end of a unit should be printed in yellow. This clearly highlights the differences in attainment pre and post the teaching of the unit.

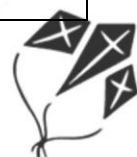
History POP Quiz Walk like an Egyptian Year 4

Question	Choice 1	Choice 2	Choice 3
1. Where was Ancient Egypt located?	Africa	Europe	Asia
2. Where in Egypt are these famous pyramids? 	Cairo	Giza	Alexandria
3. Which artefact helped us understand hieroglyphics?	Rose Stone	Rosetta Stone	Tutankhamun's death mask
4. When was Tutankhamun's tomb discovered?	AD43	1822	1922
5. What is archaeology?			
6. List as many Pharaohs as you can.			
7. What was the afterlife and why was it important to Egyptians?			
8. What is a civilisation?			

Each lesson:

- Children should revise a definition of History and recap when we are learning about in relation to now and previous topics taught. Children should be exposed to the era of time and the language of “__ centuries” should be used when describing a topic’s time. “Weekly slides” are provided to support chronological thinking also encourage pupils to identify the centuries, era and provide pupils an opportunity to calculate how many years and centuries ago their topic took place. Children should continue to reflect on previous topics to build an understanding of topics happening in chronological order and notice that some topics were part of the same or similar eras in time e.g. “prehistoric era”.
- In History lessons, pupils are encouraged to think as historians and look at dates in time from the perspective of “BCE - Before the Common Era” and CE - Common Era”. The “weekly slides” provided support teachers with a script to discuss the religious relevance of terms “AD and BCE” to relate to RE learning.
- Link the learning back to both the knowledge and the skills.
- Learning Objectives should be chosen by using the History Progression documents and copied directly from it. Each lesson should include both knowledge and skills found on the History Progression document.

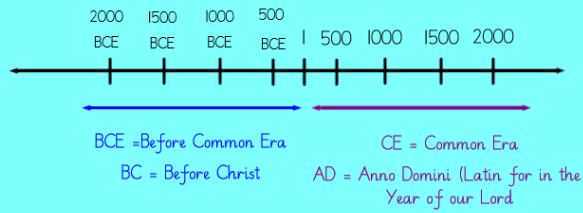
Each lesson should be introduced using the History “weekly slides” provided. These can be found in the Curriculum folder on the staff shared system.





Year 4
example

BCE → CE



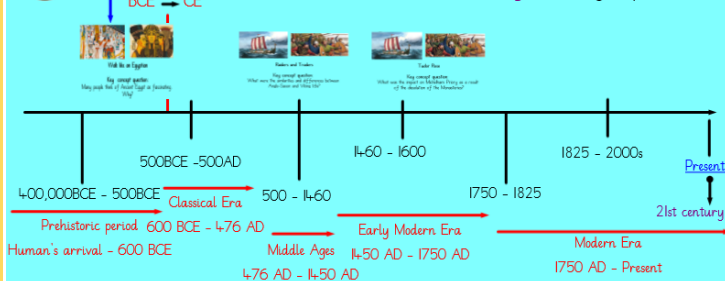
As historians we are going to use the phrases BCE and BC when we refer to time.

Some people choose to refer to the phrases AD and CE due to the strong links with Christianity.



Key concept question: Many people think of Ancient Egypt as fascinating. Why?

History: the study of past events



WHEN are we learning about?

The years/centuries: 3100 BCE - 32 BCE

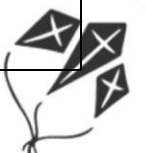
The era: Prehistoric Period

How many years ago?

2054

How many centuries ago?

Over 20





Lesson structure should reflect the 7-part structure:

Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Independent Learning Time	Evaluate and Demonstrate
Immediate Engagement	Independent Learning Time	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Reflect and Perfect	Evaluate and Demonstrate
Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Independent Learning Time	Assessment Accountability	Evaluate and Demonstrate
		Independent Learning Time	Teacher Led Phase			
Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Independent Learning Time	Evaluate and Demonstrate
Independent Learning Time						
Immediate Engagement	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Independent Learning Time	Assessment Accountability	Evaluate and Demonstrate
Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time		Independent Learning Time	Assessment Accountability
		Independent Learning Time	Teacher Led Phase			







Feedback	
Please refer to our Feedback and Marking Policy in line with this guidance	
<ul style="list-style-type: none">• Pupils' success and areas for development against their Learning Objective will be acknowledged by school staff. This will take the form of written or verbal feedback as per the general principles of the feedback and marking policy in the majority of instances• Pupils will be afforded the opportunity to respond to their feedback using their 'purple pen of power', in line with the Handwriting and Presentation Policy. Next steps may require editing of previous learning, additional work to be completed or responding to questions designed to extend• Where 'next steps' have not been provided, it may only be necessary for a pupil to initial their teacher's comment and subsequent progress will be evident• Pupils' work should be used to inform the teacher's judgement of the pupil's performance against the National Curriculum Objective in priority over spelling and grammar• Pupils' Learning Objectives should highlight if a child completed work independently, with medium level of support or with high level of support. This can be done by circling HMI on the Learning Objective.	<p>Monday 13th September 2022</p> <p>H M I</p> <p><u>To be able to develop a chronologically secure knowledge and understanding of the world history</u></p>



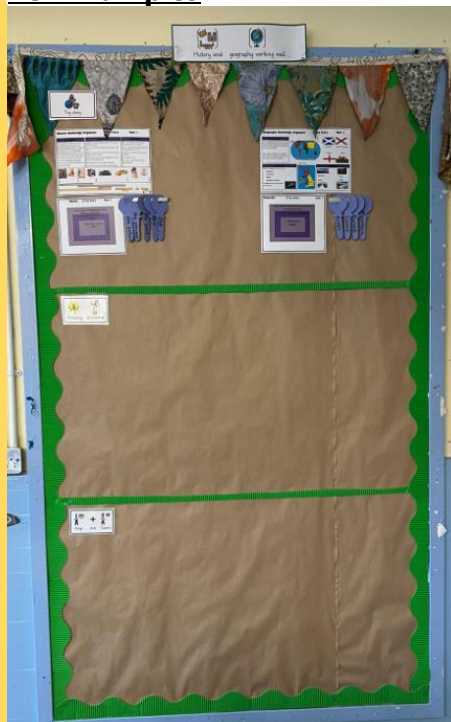


Displays

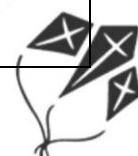
Please refer to Display Policy in line with this guidance

The most effective displays provide the opportunity to revisit prior learning and are interactive and build communality. Timelines of the term are an effective way in which to visually remind children of what they have previously learned and to link the whole unit of work together sequentially. All displays should include a map of the world with the Key Questions, Knowledge Organisers and Thinking Squares on or near the display.

KS1 Examples



KS2 Examples





In Development

As the AAT History curriculum is newly implemented. We are trialling different ideas across the whole school to see what works best for City Academy Whitehawk. Below is an outline of what is 'in development' for History across the whole school:

- We are developing how we want our History displays to look as well as display board allocation so we can understand how to support children best in their learning of History.
- We are developing an understanding as to how to allocate the teaching of Geography and History across the school for consistency. Some year groups are trialling the teaching of Geography before History to deepen children's understanding of 'WHERE' they are before 'WHEN' they are. Some teachers are teaching History prior to Geography to deepen their understanding of 'WHEN' they are before 'WHERE' they are.
- We are developing an understanding as to how to respond to the Thinking Square and Concept Questions to ensure full coverage and be able to show children's understanding of the key concepts.
- We are developing an understanding of how to scaffold extended writing tasks in History to support children's understanding in lessons and show their progress at the end of units
- We are trialling the use of recall questions at the beginning of each lesson to address the previous lesson's misconceptions and deepen children's understanding of previous learning.

Learning Objective Exemplar:



Monday 13th September 2022

H M I

To be able to develop a chronologically secure knowledge and understanding of the world history

