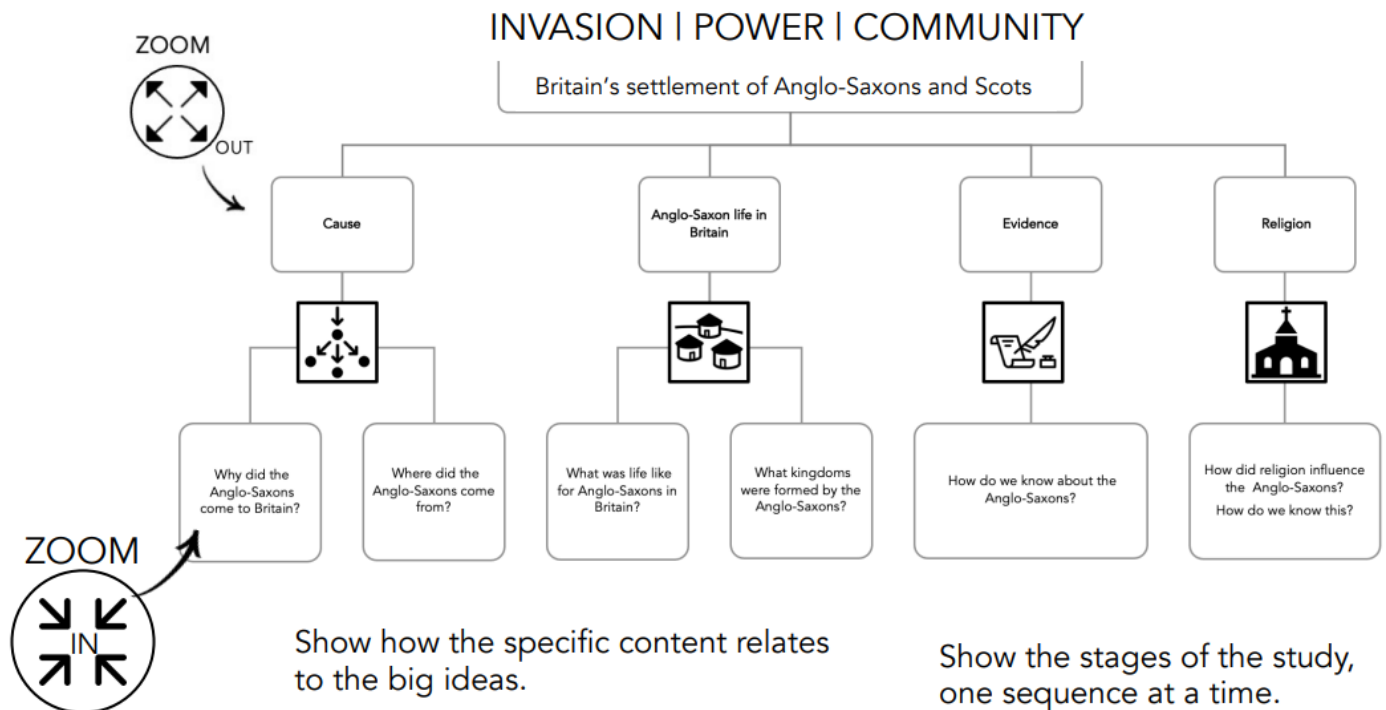


History at St Mary's Catholic Primary School

Children develop their skills within History through explicit teaching of the substantive concepts and disciplinary skills of "Thinking like a Historian." When planning a learning module teachers can identify which substantive and disciplinary knowledge they are going to focus on within that lesson. To support identifying the substantive skill teachers can focus on the 'big idea':



In order to teach the disciplinary skills- teachers can refer to the 'Suggested disciplinary knowledge' grid:

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p>Which empire crumbled and left Britain unable to defend itself from invaders?</p> <p>When did that happen?</p> <p>When do historians think the Scots and Picts started raiding southern Britain?</p> <p>When did the Anglo-Saxons arrive in Britain?</p>	<p>What caused the Picts and Scots to start raiding southern Britain?</p> <p>How is the Roman exit connected to the arrival of the Anglo-Saxons in Britain?</p> <p>What caused the Anglo-Saxon settlement of Britain?</p>	<p>How did Britain change in Roman times?</p> <p>Did the way of life, that the Romans created, stay the same in Britain when they left?</p> <p>How did Britain change when the Anglo-Saxons arrived?</p> <p>How did religion change in Britain during the time of the Anglo-Saxons?</p>	<p>What was different about the way of life in Britain through the Anglo-Saxons?</p> <p>What religion did people believe before the Anglo-Saxons arrived?</p> <p>How did small tribes and warrior kings change with the presence of the Anglo-Saxons?</p>	<p>What evidence tells us about the Anglo-Saxon way of life?</p> <p>True or False? Anglo-Saxons lived in a period called pre-history. Explain why you think that.</p> <p>What is a manuscript? How do these tell us about the past?</p>	<p>What were the significant changes to the way of life in Britain after the Romans left?</p> <p>How would you connect Bede and the word 'significant'?</p> <p>How did the Anglo-Saxons change the way that Britain was ruled?</p> <p>Explain the significance of the decision by King Ethelbert of Kent to convert to Christianity.</p>

Substantive knowledge is split into the following subcategories:

BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS					
Community	Knowledge	Invasion	Civilisation	Power	Democracy
<p>This gives us a focus on a large group of people living in a place.</p> <p>↓</p> <p>This can be within a large area, such as the community of people during the Great Fire of London or the Windrush Generation.</p> <p>↓</p> <p>It can also be the evolving communities of the people in Palaeolithic, Mesolithic and Neolithic times.</p> <p>↓</p> <p>Community can also be the people affected in World Wars.</p>	<p>This gives a focus on the difference knowledge makes to people.</p> <p>↓</p> <p>The migration of people and their knowledge of technology, such as smelting bronze, led to a change in the way people lived their lives.</p> <p>↓</p> <p>Knowledge brings about change.</p> <p>↓</p> <p>This can be seen through the emergence of great civilisations, such as the Ancient Egyptians.</p> <p>↓</p> <p>It can also be the rise of knowledge and invention, such as the Maya or Ancient Greeks.</p>	<p>Taking over another country or region with an armed force.</p> <p>↓</p> <p>Hitler's iniquitous beliefs led him to invade Poland and France.</p> <p>↓</p> <p>Invasion is a substantive concept throughout history.</p> <p>↓</p> <p>It can mean a small-scale forceable take-over of a village or town, or in the larger scale of a city-state or country.</p>	<p>A large group of people who follow similar laws, religion and rules.</p> <p>↓</p> <p>Larger than a community.</p> <p>↓</p> <p>Great civilisations have cities, architecture, laws, culture and art.</p> <p>↓</p> <p>Ancient Egyptians, Greeks and Maya were great civilisations.</p> <p>↓</p> <p>They advanced their society through knowledge and power.</p>	<p>The power to advance technology, architecture and the arts.</p> <p>or</p> <p>the power over people and places.</p> <p>↓</p> <p>Power to build The Parthenon, great theatres and the Lighthouse at Alexandria.</p> <p>↓</p> <p>Power struggle: Athens vs Sparta or Anglo-Saxons and Vikings.</p> <p>↓</p> <p>Kings, queens and leaders used power to achieve their goals, such as Queen Victoria and her desire to rule an Empire.</p> <p>↓</p> <p>Alexander the Great unified power in Ancient Greece.</p> <p>↓</p> <p>War with the Persians.</p>	<p>A form of government voted for by the people.</p> <p>↓</p> <p>Democracy has many forms through time.</p> <p>↓</p> <p>In Ancient Greece, certain people in Athens could vote, but it wasn't a true democracy.</p> <p>↓</p> <p>Democracy hasn't always been equal.</p> <p>↓</p> <p>Democracy today is typically represented by a government who are voted for by the majority of people in that country.</p> <p>↓</p> <p>The opposite to democracy is dictatorship or tyrannical leadership.</p>

Disciplinary knowledge is split into the following subcategories:

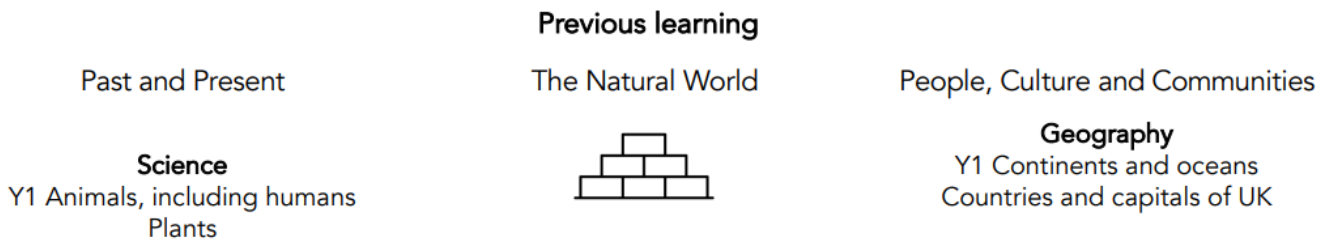
SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Structured and relevant enquiry that sets pupils on a historical quest. Each knowledge note has a learning question that gives the pupils the opportunity to attempt and apply their understanding of the substantive knowledge (what pupils KNOW) in a disciplinary way (what pupils DO). These cumulate towards a more expert understanding of the big idea.					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p><u>The science of time</u></p> <p>↓</p> <p>How events and significant people are placed in time.</p> <p>↓</p> <p>Chronological order means to place people or events in a sequence which represents the passing of time.</p> <p>↓</p> <p>Use time related words, such as before, during and after.</p> <p>↓</p> <p>BC = Before the birth of Christ. Also known as BCE = before the common era.</p> <p>↓</p> <p>AD = Anno Domini (the number of years after the death of Christ).</p> <p>↓</p> <p>Also known as CE = common era.</p> <p>↓</p> <p>There is no year 0, only 1 BC and AD 1.</p>	<p>The reason and result of the things that happened in history</p> <p>↓</p> <p>Causation is about why events occurred and situations happened.</p> <p>↓</p> <p>How ideas connect and interrelate.</p> <p>↓</p> <p>Grouping causes into categories, such as personal belief, military action, economic drivers or deliberate acts.</p> <p>↓</p> <p>Causation is best used to think historically when the narrative of the study is secure and the big ideas are coherent, such as significant people, places, events and time.</p> <p>↓</p> <p>Consequence is the result of the cause.</p>	<p>How key people, places and events changed or stayed the same over time</p> <p>↓</p> <p>How much really changed over and across time?</p> <p>↓</p> <p>What kind of change was occurring? Was it social, military, economic?</p> <p>↓</p> <p>Pace and process: how quickly did things change? Lee, P. (2005) recommends stopping pupils thinking of historical change like a volcano - instant and destructive.</p> <p>Continuity</p> <p>↓</p> <p>Latin: <i>continuitatem</i> = a connected series. What remained the same?</p> <p>↓</p> <p>What factors were the same? Trade? Ideas of race?</p>	<p>Similarity</p> <p>↓</p> <p>Compare similarities at the same time - what stayed the same and why?</p> <p>↓</p> <p>For example, you could compare Athens and Sparta at the same time.</p> <p>Difference</p> <p>↓</p> <p>Compare difference at the same time – what was different between people and places – why was that?</p> <p>↓</p> <p>For example, you could examine the beliefs of Nazi Germany and the allies.</p>	<p>How we know about the past</p> <p>↓</p> <p>A source presents a viewpoint, position angle or bias from the time it was created.</p> <p>↓</p> <p>Unwrapping a source tells pupils more about the attitudes, beliefs and culture of that time.</p> <p>Relics can be used and are sources</p> <p>↓</p> <p>objects, artefacts and architecture don't carry a conscious testimony (Adapted from Ashby, 2017).</p> <p>Primary sources</p> <p>↓</p> <p>original documents, images or artefacts that provide a first-hand testimony to help inform the related study.</p> <p>Secondary sources</p> <p>↓</p> <p>books and articles about a study that may not have been created at the time.</p>	<p>Why people, events and ideas are important in our studies</p> <p>↓</p> <p>The choice to study certain people and events because of their importance over time.</p> <p>Latin: <i>significare</i></p> <p>↓</p> <p>to make signs or point out.</p> <p>Significant people and events are chosen by others to tell a historical narrative.</p> <p>↓</p> <p>Why have they been chosen? What is significantly good or bad about these people and events?</p> <p>Also consider 'silences'</p> <p>↓</p> <p>(the not told history) as an opposite and equal to significance. (Trouillot and HA 181,2020)</p> <p>↓</p> <p>What stories were not told or are now emerging, such as the Windrush generation.</p>

Revisiting prior learning

Before each learning module teachers should acknowledge the prior learning the children have received- how does this fit into what we are about to teach? Is this a new skill or have the children been exposed to this before? How can you make reference to prior learning in order to help teachers identify this skill?

Pupils should be taught about:

- the lives of significant individuals in the past who have contributed to national and international achievements.



Connect (Revisit prior learning)

Children have the opportunity to revisit prior learning this can be in the form of:

- CUSP retrieval tasks
- Quiz questions from previous lesson
- Designing a task to revisit learning from previous lesson e.g. putting continents on a map

Explain (Explicit vocabulary teaching)



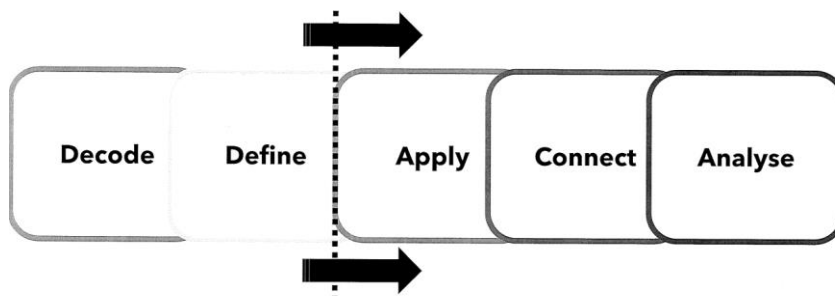
Here the children should be exposed to subject specific vocabulary that will need to use within the lesson. These are split into tier 1 and tier 2 vocabulary:

Explain

Vocabulary for explicit instruction

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
chronology	arrangement of events in the order they happened	invasion	entering a country with the intent of conquering
founded	first established or discovered	coat of arms	a visual design to represent a family, town or country
destroyed	to end or ruin something	riot	when a crowd of angry people disturb the peace
reluctantly	unwilling to do something	abbey	a church
legend	a story thought of as history (real event) but not always true	shrine	a place regarded as holy because of its connection with a holy person or object
looted	stealing during a war or a riot	monarch	a ruling king or queen

It is important that children are not only introduced and exposed to this vocabulary but that they also have the opportunity to unpick the word meaning and apply it within a given context:



During the explain section of a lesson children should be made aware of how this next learning module fits in with our prior learning and how it will enable to take our learning further within the next lesson. The learning journey should be made clear to the children- the big ideas support this!

Example (My turn- teacher modelling):



In this part of the lesson the children will be exposed to clear worked examples and key substantive knowledge supported by the use of the vocabulary explored earlier in the lesson. Here is where children receive the new knowledge they will need in order to answer the

Example learning question at the end of the session. During the example videos, Curriculum Visions and other sources can be used to support children in accessing the key learning themes. Here are some examples of ways children can be encouraged to engage with the information they are given:

- Highlight their knowledge note as they hear key vocabulary referred to
- Highlight key words on PowerPoint slides, when you come to these words children can stand up (great movement break), clap etc. to show they are following
- Get children to draw images to represent what you are talking about e.g, volcanoes and how the tectonic plates move
- Children can take notes from the information they are being given
- Use of models for children to look at and refer to

Attempt (Our turn):



Children will attempt to use the things you have shown such as vocabulary, language, practise, organising and selecting the content. Children can refer to their knowledge note to support them. This does not always have to be written down- it can be rehearsed. Here is the

Attempt opportunity for diagnosing through questioning and observation. Teachers have the opportunity to intervene and address misconceptions. Here children can use resources such as:

- Maps
- Wordwall or physical tasks
- Image resources to reinforce vocabulary
- Practise saying, identifying and locating

Apply:



Children start to consolidate apply what they know through the use of thinking hard tasks. Pupils should select, organise and integrate their learning.

Apply

Challenge:



Questions and retrieval practise- asking questions around the content and of themselves. Use what you know and show how you can answer those questions. This could be in the form of:

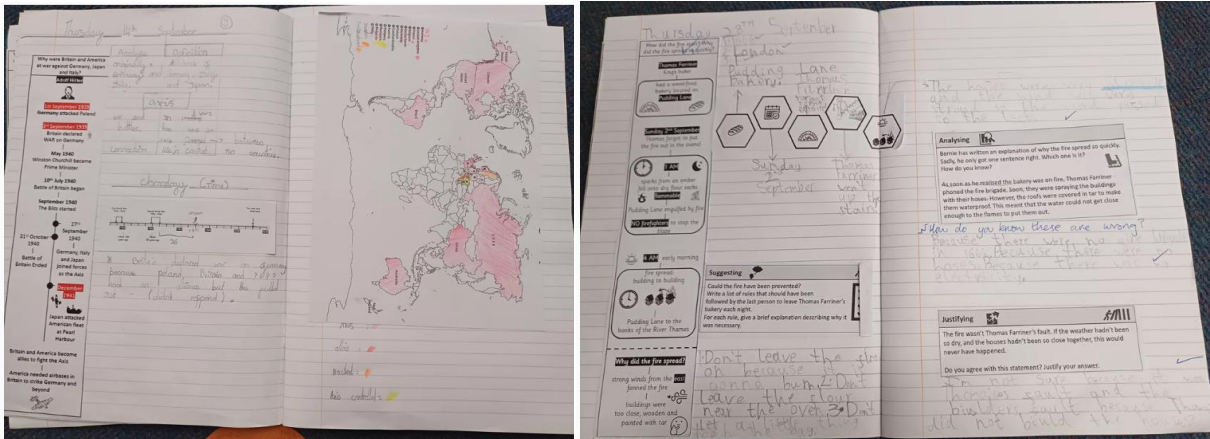
Challenge

- Quizzes
- Summary
- Explanation
- Self-questions about the content

Books

- Knowledge organiser stuck in the book at the beginning of each new learning module
- Always use a double page spread per lesson
- Always have the date at the top of the page (long date) (KS1 can use labels)

- Knowledge note to be stuck on either the left hand side, middle or right side for children who are left handed (adaption)
- Children have the opportunity to attempt to apply their substantive knowledge
- Thinking hard tasks included to give children the opportunity to enhance their disciplinary knowledge and skills



Working walls:

- History big idea
- Reference to what the children are learning about
- Key vocabulary with definitions
- Diagrams/images relevant to subject
- An example of children's learning



SEND: Adaptations in History include but are not exclusive to:

- Use of the securing knowledge note
- Chunking/cutting/folding or adapting the knowledge note further
- Use of widgeo to support understanding
- Highlight key information
- Use of visuals e.g. hexagons
- Reducing content e.g. less hexagons and focusing on 3 main parts
- Partially completed paths
- Wordwall resources
- Labelling tasks
- Clearly labelled diagrams
- Photographs
- Mindmaps
- Artefacts to explore
- Pre-teaching

Be mindful that just because a child is on the SEND register that they can achieve in-line with their peers- **children with SEND have the right to think hard too!**

Further challenge:

It is crucial that children have the opportunity to deepen their knowledge and understanding through further opportunities to challenge. This can be presented as:

- Comparative tasks (slightly more challenging)
- Children to think of their own questions to challenge another to think deeply about the content within the lesson
- Scenario/case study tasks
- Compare current learning to prior learning
- Consider the wider impact e.g. the aftermath of a volcano
- Challenge children to consider situations e.g. why do you think people choose to live by plate boundary/area susceptible to earthquakes?
- Reflect on articles around the topic being study- personal response

Assessment: Teachers have a blue assessment folder where assessment records are kept. For each lesson teachers will identify children who required support and those who exceeded the lesson expectations. Lesson plans will also be included to show assessment notes/annotations to guide the next the lesson.

Presentation: Always have high expectations of presentation and address as necessary- make adaptations where needed (for example where a child has a special educational need).