How do we teach History at Marston Thorold's?

- All units are underpinned by an enquiry question. Every lesson taught in each units provides children with the knowledge and skills to answer the enquiry question by the end of the unit.
- Use of progression framework to form the key knowledge documents across the school. This is broken into chronological knowledge, content knowledge and process knowledge (historical enquiry skills).
- A knowledge organiser which outlines sticky knowledge (including vocabulary) all children must master via low stakes testing.
- A focus on chronology, with children aware of a clear timeline of historical events as they progress through the school. We have a school agreed timeline format which all teachers and children are familiar with.
- A focus on key historical skills (process knowledge) and practices that children develop and progress with as they move through the school with opportunities to develop content knowledge alongside process knowledge
- Completion of a post assessment to elicit prior knowledge and understanding on which to build learning and encourage children to pose questions and spark their curiosity about the past.
- A cycle of lessons for each topic, which carefully plan for progression and depth. Mixed aged classes have been carefully considered to ensure that chronology is progressive for all children, regardless of whether they are on Cycle A or Cycle B.
- Mixed age progression has been carefully considered and planned for. All children in a class as exposed to the same content knowledge but learning is appropriately adapted through the use of process knowledge and historical enquiry skills. For example, in our unit 'Why should we remember the Maya?', Y3s use sources to gather information about the daily life of the Maya whilst Y4s also compare this with daily life in Roman Britain.
- Elaborative questioning to challenge pupils to apply their learning in a range of ways
- Trips and visits from experts who will enhance the learning experience.
- Opportunities to access a range of quality and inspiring historical artefacts and resources with an emphasis on practical investigation, encouraging children to find answers to questions they raise.
- Specialist vocabulary for topics taught and built up.
- Knowledge recaps are used at the start of each lesson to ensure that sticky knowledge is embedded into children's long term memory and to recap key knowledge imperative for the day's lesson. These could be recorded in books or completely verbally.
- Working Walls are used to support learning. These build up through the term and include key knowledge, vocabulary and examples of successful work. These are used as part of knowledge recap.
- Opportunities for curriculum adaptation and challenge, pre teaching and interventions for those children who may require it, including those with SEN, throughout a topic or prior to a new topic being taught.

How have we planned for mixed aged classes?

- Mixed aged classes have been carefully considered to ensure that chronology is progressive for all children, regardless of whether they are on Cycle A or Cycle B.
- Mixed age progression has been carefully considered and planned for. All children in a class as exposed to the same content knowledge but learning is appropriately adapted through the use of process knowledge and historical enquiry skills. For example, in our unit 'Why should we remember the Maya?', Y3s use sources to gather information about the daily life of the Maya whilst Y4s also compare this with daily life in Roman Britain.

Examples taken from our curriculum:

<u>Year 1/2 – How have toys changed over time?</u>

Lesson 3 **LC: Do I know how to sequence and compare toys from different time periods?** **Content Knowledge** *Know how to say what is the same and what is different about toys from different time periods.* **Chronological Knowledge** *Y1 - Know how to sequence 3 or 4 artefact/photos from distinctly different time periods e.g. 1960s, 1990s, 2020s* *Y2 - Know how to use understanding of number to sequence a small number (6 or less) of events/dates to create a timeline within period studied.* *Y2 - Know what century we live in.* *Y2 - Know that a decade is 10 years, a century is 100 years and 1000 years is millennium.* *Y2 - Know that AD dates are in ascending order.* **Process Knowledge**	• Knowledge recap • Use pictures of telephones from past to present – why are they different? • As a class discuss which ones are old and which ones are new. How do we know? • Create a timeline on the board and decide which is the oldest telephone and put that on the far left. Which is the newest telephone, put that on the far right. Where should the other phones go? Can you see how they have changed from long ago to now. • Look at adverts of toys from the past and adverts from now. Explain who the target audience is and discuss whether they would buy the toy from the advert. Explain that this is another type of source. • Y1 – Ordering 4 pictures of dolls into the decades (1920s, 1960s, 1980s, 2020s) and verbally what is the same and different. • Children stick their pictures in chronological order on a simple timeline pre labelled with time periods (decades) • Y2 – Order 5-6 dolls from different decades (1920s, 1940s, 1960s, 1980s, 2000s, 2020s) on a timeline. Label with decades – focus on AD dates being in ascending order. • Y2 – Write sentences describing what is the same and different about the dolls from the different decades. • Y2 – What century do we live in?	similarity difference same different timeline	Pictures of old/new telephones. Pictures of toys from different decades, Weekly PowerPoint, Sentence stems.

<u>Year 3/4 – How did Britain change from the beginning of the Stone Age to the end of the Iron Age?</u>

Lesson 9 **LC: Do I know how people lived in the Iron Age?** **Content Knowledge** *Know how people lived in the Iron Age including Iron Age hill forts.* **Chronological Knowledge** **Process Knowledge** *Y3 - Know how to use a range of source of material, including visits, to collate information about the past.* *Y4 - Know how to choose relevant source material to present a picture of one aspect of life in time past*	• Re visit the timeline and identify the new period of the Iron age and how it relates to the stone age and bronze age. What new changes have occurred? • When did the Iron Age begin? • Share one artefact/image source with the class and re-model how to analysis the source to find out information about an aspect of life in the Iron Age. • Split the class into Year 3 and Year 4. • Provide the Year 3s with four sources of evidence. Analysis the sources to answer the question, "How did people live in the Iron Age?" • Provide Y4s with six sources of evidence. They are to choose one aspect of Iron Age life to focus on e.g. houses, work, family and present a picture of this part of life using the sources.	swords, daggers and arrow heads, round houses, smithing, hill fort, armour and shields, farming,	Fact file Activity sheet

Year 5/6 – What was life like in Grantham during WW2?

Lesson 1 **LC: Do I know what the Blitz was using a range of sources?** **Content Knowledge** *Know what the Blitz was and how (and why) it affected Grantham* **Chronological Knowledge** **Process Knowledge** *Y5 - Know that there is often not a single answer to historical questions and give clear reasons why there may be different accounts.* *Y6 - Know how to link a variety of sources and work out how conclusions were arrived at* *Y6 - Know how to form own opinions about historical events from a range of sources.* *Y6 - Know how to suggest omissions and the means of finding out*	Recap on prior learning from 'Build On'– look at previous knowledge organiser and link to new topic. Introduce new knowledge organiser (10 minutes) • KO Recap – WW2 timeline • Recap what we learnt about the Blitz from Whole Class Reading (The Blitz Report). • Watch a video about the Blitz https://www.bing.com/videos/search?q=blitz+videos+for+kids&docid=607989493373732333&mid=3706407261980747074037064072619807470740&view=detail&FORM=VIRE&adlt=strict • Recap what a primary and secondary source is • Main Activity: 1. Provide children with a range of sources of evidence. Children are to stick in their books and write a sentence explaining what they think the sources shows us about the Blitz 2. Children to use the sources of evidence to complete a historical evidence table. Children must find evidence from the sources to support whether Britain were winning the war or losing the war. 3. Vote – Was Britain winning the war? • Y5 Plenary – Do we all agree? Why not? Introduce the idea that there is often not a single answer to a question. Allow them time to record why there may be different accounts and different opinions. • Y6 Plenary/Extension – What is missing from the sources? What would help us answer our question? Where could we find out this missing information?	Blitz bombing RAF Luftwaffe primary source secondary source shrapnel blackout	

Marston Thorold's History Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past e.g. Jack and the Beanstalk, Peter Rabbit and Robin Hood Know how to talk about pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Appreciate that the church has historical importance Recognise that things happened before they were born Organise few events from their lives					
Year 1/2 Cycle A		Unit 1: Events within Living Memory **How have toys changed over time?**		Unit 2: Local History Study **How have local people impacted on history?**		Unit 3: Events within Living Memory **What were seaside holidays like in the past?**
Year 1/2 Cycle B		Unit 1: Beyond Living Memory **What happened in 1666?** **(Great Fire of London)**		Unit 2: Lives of Significant People **How did Mary Seacole, Florence Nightingale and Edith Cavell improve nursing?**		Unit 3: Local History Study **How has Marston changed?**
Year 3/4 Cycle A	Unit 1: Stone Age to Iron Age **How did Britain change from the beginning of the Stone Age to the end of the Iron Age?**			Unit 2: Roman Britain **How did the Romans change Britain?**		Unit 3: Anglo Saxons and Scots **How did the Anglo-Saxons and Scots change life in Britain?**
Year 3/4 Cycle B			Unit 1: Ancient Egypt **Who were the Ancient Egyptians?**		Unit 2: The Maya **Why should we remember the Maya?**	
Year 5/6 Cycle A		Unit 1: Vikings vs Anglo Saxons **Were the Vikings ruthless raiders or tactful traders?**		Unit 2: Ancient Greece **How did the Ancient Greeks change life in Western Europe**?		Unit 3: Industrial Revolution **Was the Industrial Revolution a positive period of time for all?**
Year 5/6 Cycle B		Unit 1: Post 1066: WW2 and the Battle of Britain **Why was the Battle of Britain a significant turning point in British History?**	Unit 2: Local Study **What was life like in Grantham during WW2?**			Unit 3: Post 1066 **How has life in Britain changed since 1948?**