

# St Laurence in Thanet CE Junior Academy

## Curriculum overview

# History



*Believe, Achieve, Aspire!*

*'Through God all things are possible' (Matthew 19:26)*



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## Statement of Intent

### *What History looks like at St. Laurence*

The purpose of our history curriculum is designed to develop children's curiosity and fascination about the world, its history and its people that will remain with them for the rest of their lives. Our children will be taught about various historical events and famous historical figures, some of which have shaped the world today, a commitment that is demonstrated in our class names – each a famous historical figure with links to Ramsgate.

St Laurence Historians leave us with:

- Chronological understanding
- Wide Vocabulary
- The ability to question historical events
- Knowledge of how to research and enquire

At the end of KS2, St. Laurence children are equipped with historical skills and knowledge and through their learning, pupils will acquire the ability to ask perceptive questions, think critically, weigh evidence, examine arguments and develop perspective.

Each term, teachers plan well thought out lessons based around an overarching Enquiry Question. Cross-Curriculum links are made between History, Geography, Science, English and a range of other subjects with opportunities to incorporate their topic into other lessons wherever appropriate, for example:



- Year 4 – Vikings are taught not only through Geography but high-quality Literacy lessons are delivered based on 'How to train your dragon' by Cressida Cowell.
- Year 5 –Ancient Egypt is taught in History and the discovery of Tutankhamun's tomb is used to write a diary entry in Literacy.

The focus is put on teaching the children key historical concepts while increasing their historical knowledge, not only about the UK's past but our local heritage. This enables the children to have a deeper understanding of not only the world but the community they live in.

As well as weekly lessons, we enrich our curriculum with theme days (VR day), trips and visits (Dover museum, Kent Life, Ramsgate tunnels) and practical tasks (mummifying tomatoes, archaeological dig, making Egyptian bread) in school. We make the most of every opportunity, with these occasions being a highlight of the children's year, they prove to be great 'hooks' into their learning.

We work alongside other schools (Aquila collaboration) to share best practices and enhance the teaching and learning of history. We aim as a collaboration to develop skills through EYFS to KS4. We meet regularly to discuss best practices and ideas. Through all of our lessons, we intend to inspire our children to develop a love of history and to understand how it has shaped the world around them.

## Intent, Implementation and Impact in History

### Intent

Through teaching a coherently planned sequence of lessons, teachers at St Laurence aim to develop historical skills and concepts that our children can transfer to a range of study. These historical skills are:

- Chronological understanding
- Vocabulary
- Questioning
- Knowledge based enquiry.

We use an enquiry based learning process - our 5 's' - which is supported by resources developed by the Historical Association. The St Laurence 5 E's are Engage, Explore, Enquire, Examine and Evaluate. Each unit is structured around an Enquiry Question (EQ), with each lesson having an individual Learning Question (LQ).

We aim to teach and equip our children to learn not only about the UK's past but study our local heritage to enable the children to have a deeper understanding of not only the world but the community they live in.

### Implementation

History lessons are planned alongside the NC to ensure all aspects, knowledge and skills of History are being taught across all year groups. As well as this, lessons have been closely linked to the History Association planning to help implement the enquiry approach across all units.

As a school, we have highlighted a clear opportunity for interdisciplinary links between History, Geography and English. As such, these 3 subjects are taught using interdisciplinary collaboration with the learning being linked around the termly topic EQ and into the children's 'Learning Journal'. We believe this allows for a stronger emotional engagement with the topic, while the historical facts aid the children in their literacy.

Linking with our termly topics, we make the most of every opportunity to take the children out of school to delve deeper, trips to Dover Castle, The Royal Harbour, Dover Museum, Kent Life and The Ramsgate Tunnels are highlights of the children's year and prove to be great 'hooks' into their learning.

### Impact

After the children have worked their way through our varied History curriculum, they will have gained a broad and balanced understanding and will be able to demonstrate their attainment of knowledge.

Emphasis is placed on questioning which helps pupils gain a coherent knowledge and understanding of the past and that of the wider world and we encourage children to become curious learners. Through this encouragement, pupils learn to ask perceptive questions, think critically, weigh evidence, examine arguments and develop perspective.

We actively encourage pupil voice in the children's workbooks - the use of pupil voices demonstrates how confident the children are and that they are able to talk about what they have learnt in History using subject-specific vocabulary. Pupil voice also

Topic choices through the school are linked by substantive concepts that are revisited each year. For example, the concept of trade and farming can be seen in The Romans (y3), Anglo Saxons (y4), Ancient Egypt (y5) and Maya (y4). The broader disciplinary concepts are revisited in a similar way.

It is our intention that the children will be taught about various historical events and famous historical figures, some of which have shaped the world today, a desire that is demonstrated in our class names - each a famous historical figure with links to Ramsgate.

At the beginning of each lesson, children are given the opportunity to recap previous knowledge from the current term and the previous 2. This 'sticky knowledge' is a great way for the children to retain information and find meaningful links between different cultures.

Vocabulary is an important part of developing historical skills, as such we use 'InPrint' to ensure all children recognise and understand key vocabulary for each topic. Adult vocabulary guides/resource material are provided to allow adults to feel confident and supported with the skills and knowledge they are teaching.

Through our teaching, children have opportunities for research, DT and Art project, trips revisiting and consolidating skills, building on prior knowledge alongside introducing new skills and challenge which serve to excite and intrigue our children.

Through all of our lessons, we intend to inspire our children to develop a love of history and to understand how it has shaped the world around them.

demonstrates that pupils enjoy History and are able to recall their learning over time.

Regular school trips provide further relevant and contextual learning.

Children review the agreed successes (by going over the lessons success criteria) at the end of a session and by adding key vocabulary and new knowledge to their topic 'front cover'. This actively encourages the children to expand their learning while they compile their own knowledge organiser. At the end of a term/topic, children are asked what they have learned comparative to their starting points, and using their completed 'front cover' to answer the Enquiry Question.

The teachers track children progress and attainment termly, using a skills-based tracking statements and their own assessment for History. This data is then used to track progress and attainment for each child and groups of children.

Pupil consultations on the History curriculum take place annually. Areas for development are identified and shared with staff and any adjustments are actioned.

## Spiritual, Moral, Social and Cultural Aspects of the History Curriculum

Through science, children will be able to develop the following –

### Spiritual:

- Children are able to reflect on their own beliefs, faiths, experiences, feelings and values.
- Enjoy learning about oneself, others and the surrounding worlds.
- Children are able to understand and reflect on their own identity.
- Use historical knowledge and skills to think critically and evaluate the impact of significant individuals.

### Moral:

- The opportunity to learn what is right and wrong and respect the law.
- Children are able to understand consequences.
- Understand moral and ethical issues and offer reasoned views in their historical context.

### Social:

- Opportunities to engage and participate socially with each other to examine social changes through history.
- Opportunities to work independently across learning.
- Treating others with mutual respect linking to our school ethos 'Be Respectful'.
- Appreciate diverse points of view and examine changing viewpoints through history.

### Cultural:

- Participate in cultural opportunities by being sympathetic within the community.
- Understand, respect, accept and celebrate diversity through the examination of historical cultures and civilisations.
- Encourage children to reflect on how developments in history have led to changes in every-day life.
- Opportunities to look at and appreciate cultural influences in their historical context: to look at the legacy and impact of civilisations through history on the world today.

## Pedagogical Approach

### **Metacognition**

*Adapted from: EEF METACOGNITION AND SELF-REGULATED LEARNING—Guidance Report [EEF Metacognition and self-regulated learning.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.eef.org.uk/media/1046/EEF_Metacognition_and_self-regulated_learning.pdf)*

### **Teaching Process**

In terms of developing self-regulated learning and metacognition, this means we need to make sure that we don't give too much information at the same time (when delivering explicit instruction), and do not expect the learner to take on too much challenge when doing guided practice and independent work. The use of structured planning templates, teacher modelling, worked examples, and breaking down activities into steps can help achieve this.

Self-regulation and metacognition strategies work through learners monitoring and evaluating their own learning strategies.

- Explicit teaching
- Teachers modelling
- Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties.
- Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy.

Self-regulated learning can be broken into three essential components that teachers need to know about to help their pupils to develop into successful learners:

Cognition is the mental process involved in knowing, understanding, and learning. By cognitive strategies, we mean skills like memorisation techniques or subject-specific strategies. This is the bread and butter of good teaching; cognitive strategies are fundamental to acquiring knowledge and completing learning tasks.

Metacognition is about the way's learners monitor and purposefully direct their learning. For example, having decided that a particular cognitive strategy for creating is likely to be successful, a pupil then monitors whether it has indeed been successful and then deliberately changes (or not) their method based on that evidence. By metacognitive strategies, we mean the strategies we use to monitor or control our cognition, such as checking that our technique was accurate or selecting the most appropriate cognitive strategy for the task we are undertaking.

Motivation is about our willingness to engage our metacognitive and cognitive skills and apply them to learning. Motivational strategies will include convincing oneself to undertake a tricky task now—affecting our current well-being—as a way of improving our future well-being in the task tomorrow. Cognition, metacognition, and motivation all interact in complex ways during the learning process. It is impossible to be metacognitive without having different cognitive strategies to hand and possessing the motivation and perseverance to tackle problems and apply these strategies.



## Pedagogical Approach

### **Cognitive Load Theory**

*Adapted from: Cognitive Load Theory: Research that teachers really need to understand*

**Cognitive Load Theory** — aim = to develop instructional techniques that fit within the characteristics of working memory in order to maximise learning.

Based on two principles:

1. There is a limit to how much **new** information the brain can hold. (**Working memory**—processing new information results in ‘cognitive load’ which can affect outcomes.)
2. There is no know limit to how much **stored** information that can be processed at one time. (**Long term memory**—stores information as schemas.

**Explicit instruction** involves teachers clearly showing children what to do, rather than have them construct or discover it for themselves. To lessen cognitive load on working memory. This can be used for new information and learning. Independent learning also needs to be incorporated but with cognitive load managed through guidance, prior information, scaffolds and assistance if needed.

**Long term memory** relies on the formation of schemas where information can be processed automatically with minimal conscious effort.

Automaticity happens after extensive practice. Thus reducing working memory load. If working memory is overloaded, there is greater risk that the content will not be understood, be confused and not stored into the long-term memory. Ultimately, learning will be slowed down. Automation of schemas reduces the burden on working memory because when information can be accessed automatically, the working memory is freed up to process new information.

**There are 3 types of Cognitive load**—Intrinsic, Extraneous and Germane

**Intrinsic** —difficulty of subject matter being learnt, it depends on the complexity of the material and the prior learning—i.e. different people will have different levels of cognitive load depending on their experiences and knowledge

**Extraneous** — how the subject matter is taught—we need to minimise extraneous cognitive load to free up working memory.

**Germane**—the load imposed on the working memory by the process of learning i.e. by transferring information into long-term memory through schema construction.

## History - Subject Leader Action Plan (23-24)

Improvement Required	How will this be achieved?	By Whom?	When?	Success Criteria	Financial Implication	Monitoring-Who? When?
<p>Continue to Embed the enquiry based curriculum that links to cultural capital, diversity and which is relevant to our children.</p> <p>Continue to develop and monitor His/English being taught side by side and work produced in same books.</p> <p>Enquiry learning format - 5 E's. LQ's used in books. Front covers used effectively. Key vocabulary embedded.</p>	<p>Ensure that opportunities are planned in to MTP and that visits/trips are arranged.</p> <p>SLT and staff to review the changes made to the curriculum to ensure that it successfully meets the needs of children and impacts positively on their outcomes</p> <p>Use of launch days in school or trips elsewhere. When appropriate, invite visitors into school during unit or <del>organise</del> trips to aid in raising learner's aspirations and engaging them with the unit.</p> <p>Historical association membership to be renewed for the next academic year to aid with enquiry based planning.</p>	All staff	Ongoing	<p>A curriculum is produced that meets the needs of our children and impacts positively on outcomes.</p> <p>Cross-curricular links need to continue to be developed within unit.</p> <p>Planning and moderation of books will show the opportunities given to the learners. Cross-curricular links will be seen in planning and books.</p> <p>Pupils talk with enthusiasm about their experiences.</p>	<p>Cost of trips/visits/visitors.</p> <p>Subject release time</p>	AC – Book/planning monitoring. Pupil's voice.
<p>To improve teacher subject knowledge about the periods of history they are teaching.</p> <p>Review planning to ensure relevance</p>	<p>Historical association membership to be renewed for the next academic year to aid with enquiry based planning and teacher knowledge.</p>	All staff	Ongoing	<p>Planning will be of a higher quality, with a range of sources used to strengthen the pupils learning.</p> <p>Teacher confidence will improve</p>	Membership – HA	AC – Book/planning monitoring. Pupil's voice.

To review the quality of education across the school through a termly monitoring schedule. To be 'Ofsted ready'.	<p>Reviewing curriculum to ensure it is Ofsted ready. Subject lead will be attending training to share with teachers.</p> <p>Ensure all staff (teachers and TAs) are aware of our progression, why we teach each unit, where it fits in the progression of skills.</p>	All staff. SM	Ongoing	<p>All staff and children can confidently speak about History.</p> <p>Evidence of well-planned lessons and units in books.</p> <p>Literate children – confident in using a wide range of subject specific language.</p>	None	AC – Book/planning monitoring. Pupil's voice. Teacher questionnaire.
<p>All children, including SEN children, to make good progress.</p> <p>SEN a focus. Ensure work is demanding and lessons are inclusive. Equality of learning is a priority. Pre-teach subject specific vocabulary.</p>	<p>Planning, pupil consultations, book monitoring- focus on SEN.</p> <p>Accurate data on assessment spreadsheet x3 yearly.</p> <p>Not overly reliant on printed worksheets to allow children to participate.</p>	All staff  History Subject leader	Ongoing –  Assessment Monitoring x3 yearly	<p>Progression of skills is evident in books and planning.</p> <p>Skills coverage can be evidenced and seen in assessment tracker.</p> <p>Pupils can ask questions which will confirm understanding and progress.</p> <p>Children can articulate their thoughts and ideas.</p>	Non-contact time for subject leader	AC - monitor books/pupil consultations
<p>To ensure all staff are aware of the Disciplinary and Substantive concepts of history.</p> <p>Children starting to be aware of Substantive concepts – use these terms in lessons to link key themes across different units. Used for questioning.</p>	<p>Regular staff CPD, teachers and TAs to ensure understanding.</p> <p>Signposting to any relevant external training that staff may benefit from.</p> <p>Substantive concepts graphic to be used alongside lessons SMARTS and be displayed on working walls so children are familiar with the concepts and start making links.</p>	All staff  History subject leader	Ongoing –  Assessment Monitoring x3 yearly	<p>Understanding of the concepts will be seen in books and pupil voice.</p> <p>AC will monitor the use of them and ensure extra training is provided when needed.</p>	Non-contact time for subject leader	AC - monitor books/pupil consultations/lesson observations.
<p>Introduce strategies for retaining knowledge.</p> <p>Sticky knowledge to</p>	<p>This term, last term, term before language to be seen at the start of every History lessons.</p> <p>This is in line with Ofsted's</p>	All staff  History subject leader	Ongoing –  Assessment Monitoring x3 yearly	<p>Understanding on the concepts will be seen in books and pupil voice.</p> <p>AC will monitor the use of them and ensure extra training is provided when needed.</p>	Non-contact time for subject leader	AC - monitor books/pupil consultations/lesson observations.

be present in every lesson.	knowing more, remembering more. Sticky knowledge and constant recapping will help the children to retain knowledge and make further links with substantive knowledge.					
To continue to develop an increased understanding of the chronology of history.	Use of timelines and new front covers to launch every new unit, referring back to/ building on previous concepts taught.  Every classroom to have a timeline in it – this to be accessible and referred to in lessons.	All staff	Ongoing	Children will have a better understanding of chronology and where current periods of history sit in reference to other major periods.	Non-contact time for subject leader	AC- monitor books/pupil consultations  AC to watch other lessons to help share best practice/good ideas across the school.
Ensure that all children are given the opportunity to 'talk like historians.'  School wide subject vocabulary to be shared.  Topic specific vocabulary to be decided by year groups.	Vocab sheets for each subject produced. This should be on display on the working wall and referred back to.  Key terms and substantive/disciplinary concepts included on these vocabulary lists.	Staff	Ongoing	Evidence of vocabulary used in historical writing in books  Vocabulary displayed in classrooms and corridor displays  Pupil voice- children are able to use vocabulary when talking	Non-contact time for subject leader	AC - monitor books/pupil consultations
Ensure that children are reading and developing their love for reading within the curriculum at school.	Ensure quality texts are available for children based on their unit.  Ensure the library holds a variety of History based books – fiction and <u>non fiction</u> .  Staff can take red boxes from the library for children to read that relate directly to their current topic.	Staff	Ongoing	Children can articulate their ideas and questions. All staff are using quality texts to support their teaching of History.		AC to speak to staff about using books from the cupboard/library.

High expectations of pupil's presentation in their work.	Learners reminded of ownership of their work and the high expectations reinforced across the school.	Staff	Ongoing	All books show a high quality presentation.	N/A	AC - monitor books/pupil consultations
To plan History theme days/week across the year.	Dates to be for this year.  AC will send out more information for each day as it comes closer.	All Staff	Ongoing	Children are allowed to learn about other aspects of the world they live in.  Children can invite parents/the community in to view their work.	N/A – Subject leader to arrange	Work displayed.
Attend Aquila History network meetings on a regular basis to share best practice and ideas.	AC will attend meetings (if not able a copy of the minutes is sent).  New initiatives and ideas to be considered as they arise through the year.	AC	Ongoing	New ideas to be circulated as relevant to staff.	Cover for AC	SLT – minutes of meetings to be emailed
Subject leaders to have a link governor.	Meet with subject leader link teacher to share action plan.  Undertake monitoring together	AC	Ongoing		N/A	SLT/ <u>Govs</u>

End of Term 1	End of Term 2	End of Term 3	End of Term 4	End of Term 5	End of Term 6
<ul style="list-style-type: none"> <li>Action plan sent to SLT</li> <li>Curriculum themes embedded</li> <li>Strengths/weaknesses identified through staff survey on their subject. Update action plan if needed.</li> <li>HA to be renewed.</li> <li>Make contact with link governor for subject/area of responsibility- book date to meet in T2.</li> <li>Update website.</li> <li>Update concepts maps after changes to this years curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>First set of monitoring completed. Feedback in PDM.</li> <li>Meet with subject leader link governor to share action plan</li> </ul>	<ul style="list-style-type: none"> <li>Action plan reviewed mid-year.</li> <li>Next phase of monitoring by end T3</li> <li>Enquiry Curriculum themes embedded</li> <li>Monitor own and others' CPD to strengthen and support subject knowledge.</li> <li>Undertake wider reading into current research in subject area.</li> </ul>	<ul style="list-style-type: none"> <li>Check new units are planned well – support given where needed.</li> <li>Joined by link governor for monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Impact reports to governors.</li> <li>Evaluate strengths and weaknesses in subject area – ready for impact statement for governors T6.</li> <li>Consider and plan areas for improvement/change for next year.</li> </ul>	<ul style="list-style-type: none"> <li>Completed final phase of monitoring.</li> <li>Write impact reports for governors T6</li> <li>Enquiry Curriculum themes embedded. Review at inset.</li> <li>Look at using left over budget to buy more History books for the library.</li> <li>Review use of HA for next year.</li> </ul>

## Whole School Cultural Capital /Enrichment Opportunities

Whole School Enrichment Opportunities		
Term		History link & Event
1		Year 3 (local heritage link) - Ramsgate Year 4 & 5 – Archaeological Dig on school premises (Anglo-Saxons) Year 6 (local heritage link) – Ramsgate Tunnels (WW2)
2		Year 3- Dover Museum trip (Romans) Year 6 – (Geography link) Local field work
4		Year 4 & 5 – Canterbury Cathedral trip (Vikings) Year 6 – (RE link) Ramsgate Synagogue
5		VR Workshops for all Year groups linked to History unit
6		Year 4 & 5 (local heritage link) - Victorians
1-6	Whole School Enrichment Opportunities	Black History week (Term 1) Remembrance Worship (Term 2) VR Workshop cross-curricular link with Science (Term 2)

## History Progression of Skills (KSI included for reference)

### St. Laurence CofE Junior Academy

### History Progression of Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding					
<ul style="list-style-type: none"> <li>Pupils can compare two events, saying which one happened first</li> <li>Pupils are beginning to understand timelines</li> <li>Pupils are starting to understand that things happened in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can order events they have learnt about from furthest away to most recent</li> <li>Pupils can draw timelines and sequence events.</li> <li>Pupils can understand that objects and the story come from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are beginning to develop their knowledge of chronology and can place their periods of study on a timeline- <i>The Roman Empire, The Stone Age, The Iron Age.</i></li> <li>Pupils can generally make links between areas of history they have studied in Year 3 (<i>The Roman Empire, The Stone Age, The Iron Age</i>) identifying similarities and differences between them</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are more secure in their understanding of chronology and can place periods of history they have learnt about accurately on a timeline - <i>Anglo-Saxons, Scots, Viking, Victorians plus y3.</i></li> <li>Pupils can make links between areas of history they have studied (<i>Anglo-Saxons, Scots, Viking, Victorians plus y3</i>), identifying similarities and differences between them</li> </ul>	<ul style="list-style-type: none"> <li>Pupils generally have a secure knowledge of chronology. They can place a range of historical events on a timeline - <i>Ancient Egyptians/Greeks plus study from y3/4.</i></li> <li>Pupils can draw their own timeline, beginning to produce accurate intervals.</li> <li>Pupils can make some comparisons between historical periods (<i>Ancient Egyptians/Greeks plus study from y3/4</i>), identifying similarities and differences between them</li> <li>Pupils can sequence up to 5 historical events on a timeline from previous learning (y3-5)</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a secure knowledge of chronology and can use relevant dates/terms.</li> <li>Pupils can draw their own timeline with accurate intervals</li> <li>Pupils can compare a range of historical periods, identifying a number of similarities and differences between them</li> <li>Pupils can sequence up to 10 historical events on a timeline from previous learning (y3-6)</li> <li>Pupils can identify some trends over time, identifying how ideas have been continued/ developed</li> </ul>



Vocabulary					
<ul style="list-style-type: none"> <li>Pupils can use names and places that link to areas of study</li> <li>Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago</li> <li>Pupils can use words like old, new and a long time ago</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words specific to areas of study</li> <li>Pupils can use words and phrases accurately to indicate periods of time-: 'before', 'after', 'past', 'present', 'then' and 'now'</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names (<i>Mesolithic, Skara Brae</i>) and words from the areas they have studied - <i>The Roman Empire, The Stone Age, The Iron Age</i>.</li> <li>Pupils can use words and phrases accurately to indicate periods of time (a long time ago, ancient).</li> <li><b>Historical Vocabulary:</b> <ul style="list-style-type: none"> <li>➤ BC/AD</li> <li>➤ decade</li> <li>➤ ancient</li> <li>➤ century</li> <li>➤ timeline</li> <li>➤ period</li> <li>➤ settlers</li> <li>➤ settlement</li> <li>➤ evidence</li> <li>➤ similarities/ differences</li> <li>➤ historian</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names (<i>Hengist, Horsa, Alfred the Great</i>) and words from the areas they have studied in Year 3/4 (<i>Anglo-Saxons, Scots, Viking, Victorians</i>)</li> <li>Pupils are using words/phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li><b>Historical Vocabulary (+y3):</b> <ul style="list-style-type: none"> <li>➤ recent history</li> <li>➤ artefact</li> <li>➤ religious differences</li> <li>➤ wealthy</li> <li>➤ poor</li> <li>➤ items</li> <li>➤ version</li> <li>➤ historical argument</li> <li>➤ point of view</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Pupils can generally remember and use names (<i>Tutankhamun, Pharaoh, Parthenon</i>) and words from the areas they have studied in Year 5 (<i>Ancient Egyptians/Greeks</i>) as well as remembering some names and words from the previous study</li> <li>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium plus 'last week, 'A long time ago...', 'During the reign of...'</li> <li><b>Historical Vocabulary (+y3/y4):</b> <ul style="list-style-type: none"> <li>➤ availability</li> <li>➤ food sources</li> <li>➤ developments</li> <li>➤ democracy</li> <li>➤ eye-witness account</li> <li>➤ sacred</li> <li>➤ God/Goddess</li> <li>➤ religion</li> <li>➤ crime</li> <li>➤ punishment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names (<i>Churchill, Land Girls</i>) and words from the areas they have studied over the years (y3-6)</li> <li>Pupils can use a range of words and phrases to indicate time, previous year group phrases plus, 'Throughout the ____ period...', 'Towards the end of..', Pre – 1945...'</li> <li><b>Historical Vocabulary:</b> <ul style="list-style-type: none"> <li>➤ societies</li> <li>➤ summarise</li> <li>➤ major influence</li> <li>➤ world history</li> <li>➤ civilizations</li> <li>➤ changes/ continuity</li> <li>➤ persuade</li> <li>➤ viewpoint</li> <li>➤ propaganda</li> <li>➤ advancements</li> <li>➤ causes in history</li> <li>➤ interpretations</li> <li>➤ significant</li> </ul> </li> </ul>



### Questioning

Primary sources (*document, diary, manuscript, autobiography, recording, information that was created at the time*)

Secondary sources (*created by someone who did not experience first-hand or participate in the events*).

<ul style="list-style-type: none"> <li>• Pupils are beginning to ask simple questions when they are unsure</li> <li>• Pupils are answering questions verbally related to an area of study with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask simple questions when they are unsure</li> <li>• Pupils can accurately answer the simplest questions related to an area of study</li> <li>• Pupils can sometimes justify their answers using sources or stories</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask simple questions to develop an understanding – using the 5 w's. <ul style="list-style-type: none"> <li>➢ Who was involved?</li> <li>➢ What happened?</li> <li>➢ When did it happen?</li> <li>➢ Where did it happen?</li> <li>➢ Why did it happen?</li> </ul> </li> <li>• Pupils are generally able to select and record relevant information/research to their study.</li> <li>• Pupils can generally use sources to justify their answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask a range of questions to develop their understanding</li> <li>• Pupils are beginning to organise their responses/research</li> <li>• Pupils are able to answer questions, using evidence and other relevant materials/sources</li> <li>• Pupils are starting to use a range of methods for research.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask questions to develop their understanding and are starting to identify primary sources and secondary sources.</li> <li>• Pupils show some purposeful selection about the information they wish to include in responses</li> <li>• Pupils are increasingly challenging sources of information (<i>How did Tutankhamun really die? What do the sources say? What are the rumour's?</i>)</li> <li>• Pupils are confident in using different methods for research, books/iPad/artefacts etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask questions, creating questions that develop an understanding about change</li> <li>• Pupils can bring together information from several sources and organise that information purposefully</li> <li>• Pupils can confidently recognise primary and secondary sources.</li> <li>• Pupils can challenge sources, questioning the validity of these (<i>WW2 propaganda – do these all show the truth?</i>)</li> <li>• Pupils are confident in using different methods for research and access that independently.</li> </ul>
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## Knowledge

<ul style="list-style-type: none"> <li>Pupils can remember some key events about the areas they have studied</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember some key events about the areas they have studied</li> <li>Pupils can consider how we know about past events</li> <li>Pupils know they can find historical information in books</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember key facts from their topic and can suggest why certain events happened as they did</li> <li>Pupils recognise that archaeologists help us to understand the past</li> <li>Pupils can identify at least one way we gather information/different representations of history e.g. books, visual clips, letters and are using at least one type</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember key facts from their topic (<i>The days of the week are named after Viking god</i>) and can use this to explain how the events may have shaped our lives.</li> <li>Pupils can recognise that the lives of people in the past are different from ours and explain the differences.</li> <li>Pupils can appreciate how items from the past help us build an accurate picture.</li> <li>Pupils are beginning to use at least two different types of sources e.g. books, internet, visual clips</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember most key facts from their topic (and previous years) and can use this to describe/compare events from different periods of time (<i>Fall of both Egypt and Greece to Rome</i>)</li> <li>Pupils understand how past historical events have shaped the country/world we have today (<i>i.e. Ancient Greece – democracy</i>).</li> <li>Pupils can make comparisons between historical periods, explaining how those areas have changed over time (<i>Attitudes towards woman in Sparta/Athens vs Egypt vs now</i>).</li> <li>Pupils are confident in using two + different sources to gather information e.g. books, internet</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have strong knowledge about historical events, from local history (<i>St Laurence Local Heritage Unit – y5 to world history</i>). They can summarise these events and their key features.</li> <li>Pupils understand how past historical events have shaped the country/world we have today (<i>e.g. effect of WW2 on Britain</i>).</li> <li>Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources</li> </ul>
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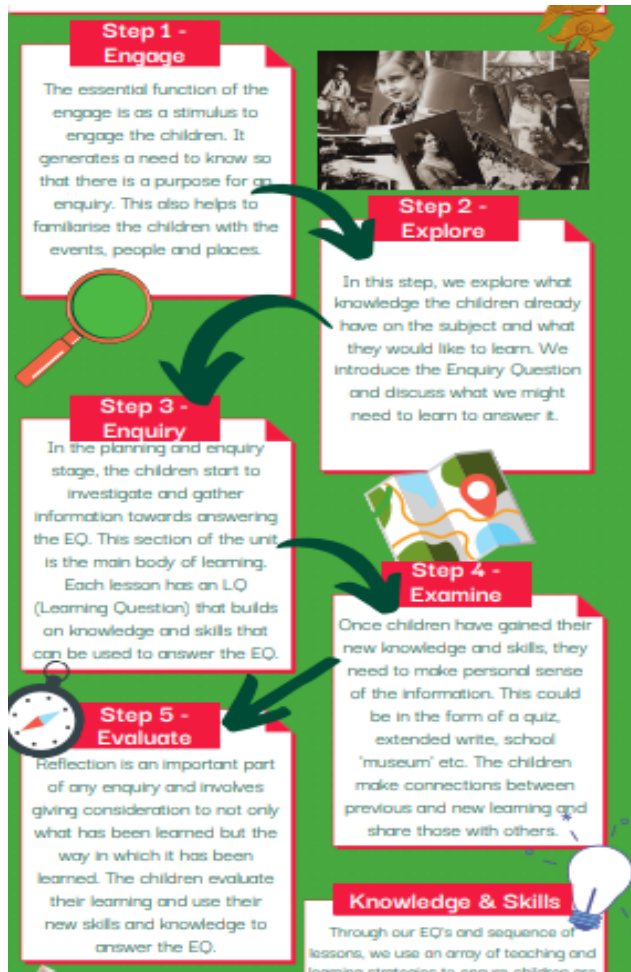
## History (and Geography) Curriculum Map

	Year 3	Year 4	Year 5	Year 6
Term 1	The UK	Anglo-Saxon & Scots	The Tudors	WW2
Term 2	Roman Age	Mountains	Mexico	Fieldwork Unit
Term 3	Rainforest	Shang Dynasty	Earth from Space	Crime and Punishment
Term 4	Stone Age, Bronze Age, Iron Age	Vikings	Ancient Egypt	Rio
Term 5	The Maya	Rivers	Ancient Greece	Extreme Earth
Term 6	Local area study	The Victorians	Local area study	Baghdad and London

\*Due to previous mixed age classes, the Year 5 Geography and History curriculum will be covered across Year 4 and 5 in 2022-2023. The Year 4 curriculum will be covered 2023-2024.

# History Enquiry Approach

St Laurence uses an Enquiry Based approach to structure our History and Geography. When our children are learning through enquiry they are learning historic and geographical knowledge, while allowing the children to make sense of new information for themselves. We structure our units around 5 stages of enquiry:



## Step 1 – Engage

The essential function of the engage is as a stimulus to engage the children. It generates a need to know so that there is a purpose for an enquiry. This also helps to familiarise the children with the events, people and places.

## Step 2 – Explore

In this step, we explore what knowledge the children already have on the subject and what they would like to learn. We introduce the Enquiry Question and discuss what we might need to learn to answer it

## Step 3 – Enquiry

In the planning and enquiry stage, the children start to investigate and gather information towards answering the EQ. This section of the unit is the main body of learning. Each lesson has an LQ (Learning Question) that builds on knowledge and skills that can be used to answer the EQ.

## Step 4 – Examine

Once children have gained their new knowledge and skills, they need to make personal sense of the information. This could be in the form of a quiz, extended write, school 'museum' etc. The children make connections between previous and new learning and share those with others.

## Step 5 – Evaluate

Reflection is an important part of any enquiry and involves giving consideration to not only what has been learned but the way in which it has been learned. The children evaluate their learning and use their new skills and knowledge to answer the EQ.

## Knowledge & Skills

Through our EQ's and sequence of lessons, we use an array of teaching and learning strategies to ensure children are given a wide range of experiences. Our goal is to develop both the children's knowledge of the topic and their skills, utilising cross-curricular links and allowing pupils to explore different areas, use maps, aerial photos, primary and secondary resources and so much more. We constantly revisit and recap the previous sessions to develop sticky knowledge.

## Vocabulary

Key vocabulary will be introduced and taught using the year group vocabulary sheets and will be displayed and referred to during lessons.

### Engage

What background knowledge do you already have?



### Explore

What do you want to know?



### Enquire

Where are you finding information?



### Examine

How did you record your findings?



### Evaluate

What have you learnt?





# Stages of Enquiry History (and Geography)



## Stages of enquiry – History and Geography

Engage	Explore	Enquire	Examine	Evaluate
At the beginning of the unit				
At the beginning of the unit		During unit		End of unit
<p>Research/hook.</p> <p>The essential function of the engage is as a stimulus is to engage the children with the topic and generate a 'need to know' so that there is a purpose for an enquiry. This also helps to familiarise with the events, people and places.</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>What background knowledge do you have?</li> <li>What have you researched?</li> </ul> <p>Ideas:</p> <ol style="list-style-type: none"> <li>Project set over half term.</li> <li>Give the children a research lesson before unit starts.</li> <li>Workshop/visit for a Hook.</li> </ol>	<p>Knowledge building.</p> <p>Explore what the children already know and what they would like to learn. What do they think they need to learn to answer the EQ? Ideas are created. Child led learning.</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>What do you want to know?</li> <li>What do you think the answer to the EQ is? (Hypothesis)</li> </ul> <p>Ideas:</p> <ol style="list-style-type: none"> <li>Discuss the EQ. Get the children to come up with ideas of learning that will help them answer.</li> <li>Discuss hypothesis and ask them to answer the EQ with the limited knowledge they currently have.</li> <li>Timeline – can be used in His/Geog.</li> </ol> <p><i>Ex EQ – What was life like for children in Ancient Greece?</i>  <i>Hypothesis – I think children in Ancient Greece had a great life as they didn't have to go to school.</i></p>	<p>Planning and Enquiry stage.</p> <p>Children investigate and gather information towards their understanding of the EQ. This is the main section of your unit. General lessons – all focused towards answering the EQ.</p> <p><b>LI's are now LQ – Learning Questions</b></p> <p>Questions:</p> <ul style="list-style-type: none"> <li>Where will you find relevant information?</li> <li>What kinds of resources might help?</li> <li>Do you need to go out of school to collect any data?</li> <li>Would some sources be better than others?</li> <li>Would I use primary or secondary sources (History) or primary data vs teacher data (Geography)?</li> </ul>	<p>New knowledge is examined and discussed.</p> <p>Children make 'personal' sense of information by doing something with it. This involves looking for relationships and making connections between their existing knowledge and new information.</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>Which resources and lessons helped answer the EQ?</li> <li>How did I record my findings?</li> <li>What skills did I use?</li> </ul> <p>Ideas:</p> <ol style="list-style-type: none"> <li>Project</li> <li>Parent visit – 'museum'</li> <li>Dojo posts</li> <li>Video</li> <li>Presentation</li> <li>Double page spread</li> <li>Writing task</li> </ol>	<p>Reflection stage.</p> <p>Reflection is an important part of enquiry and involves giving consideration to not only what has been learned but the way in which it has been learned. <i>Ofsted (2008) reported that the plenary stage remains weak in geography lessons</i></p> <p>Questions:</p> <ul style="list-style-type: none"> <li>What you have learnt?</li> <li>Does your evidence support your hypothesis?</li> <li>Now answer the EQ.</li> </ul>

## History Cover Sheet Example


**EQ: How has sport and culture shaped Rio?**

**Term 4**



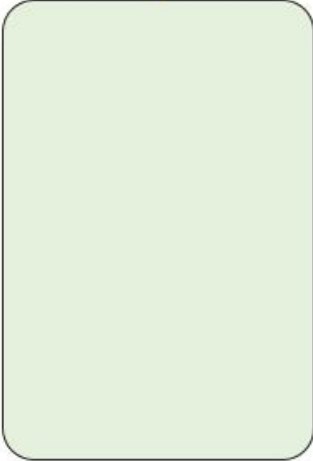
**Engage**


What background knowledge do I already have?



**Explore**

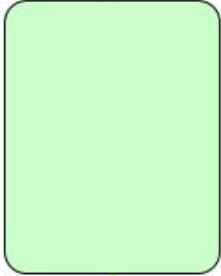
What do I want to know?





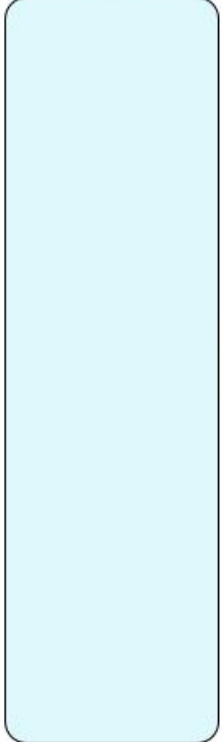
**Enquire**

What sources did I use?



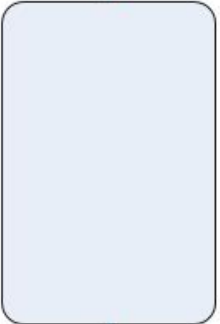
**Examine**

What new knowledge have I learnt?

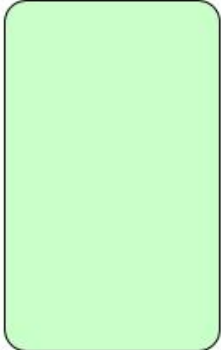


**Evaluate**

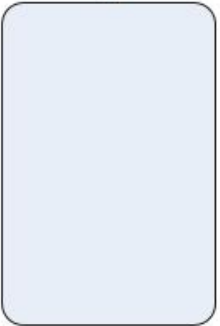
What skills did I use?



What new vocabulary have I learnt?

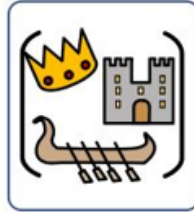


How did I record my findings?



## Historical Key Vocabulary

### History Vocabulary



Chronology

Sequence

AD/BC

Similarity/Difference

Cause/Consequence

Leisure/Lifestyle

Invasion/Conflict

Influential Women

Trade/Farming

Beliefs/Culture

Empire

Monarchy

Achievement



## Historical Concept Mapping Linked to Key Vocabulary

3	4	5	6
<b><u>Romans</u></b> SC: Influential Women Invasion/Conflict Trade/Farming Empire/Government Local significance Society  DC: Cause and consequence Significance <i>of events / people</i>	<b><u>Anglo-Saxons</u></b> SC: Leisure and lifestyle Monarchy Invasion/Conflict Society Trade/Farming  DC: Similarity / Difference within a period/situation ( <i>diversity</i> )	<b><u>Ancient Egypt</u></b> SC: Beliefs and Culture Society Empire/Government Monarchy Influential Women Trade/Farming Achievements  DC: Cause and consequence	<b><u>WW2</u></b> SC: Invasion/Invasion Empire/Government Local significance Achievements  DC: Cause and consequence
<b><u>Stone age Bronze Age to Iron Age</u></b>  SC: Leisure and lifestyle Beliefs and Culture Trade/Farming  Disciplinary concept: Cause and consequence Significance <i>of events / people</i> Interpretation	<b><u>Shang Dynasty</u></b> SC: Society Influential Women Beliefs and Culture Monarchy Leisure and lifestyle Empire/Government  Disciplinary concept: Interpretation	<b><u>Ancient Greece</u></b> SC: Society Achievements Invasion/Conflict Empire/Government Beliefs and Culture Leisure and lifestyle  DC: Cause and consequence	<b><u>Crime and Punishment</u></b> SC: Beliefs and Culture Leisure and lifestyle Empire/Government Society  DC: Continuity and change <i>in and between</i>
<b><u>Maya Civilisation</u></b> SC: Society Trade/Farming Achievements Beliefs and Culture Leisure and lifestyle DC: Similarity / Difference within a period/situation ( <i>diversity</i> )	<b><u>Vikings</u></b> SC: Trade/Farming Invasion/Conflict Society Local significance Beliefs and Culture	<b><u>St Laurence</u></b> SC: Local significance Society	Baghdad and London  SC: Leisure and lifestyle Invasion/ conflict Beliefs and culture Society Trade/ farming

	Disciplinary concept: Similarity / Difference within a period/situation ( <i>diversity</i> )	DC: Similarity / Difference	DC: Similarity / Difference within a period/situation ( <i>diversity</i> )
	<b><u>Victorians:</u></b> SC: Monarchy Empire/Government Influential Women Local significance Leisure and lifestyle Society Achievements  DC: Continuity and change <i>in and between periods</i> Significance <i>of events / people</i>	<b><u>Tudors</u></b> SC: Monarchy Empire/Government Influential Women Leisure and lifestyle Society  DC: Significance of events / people	

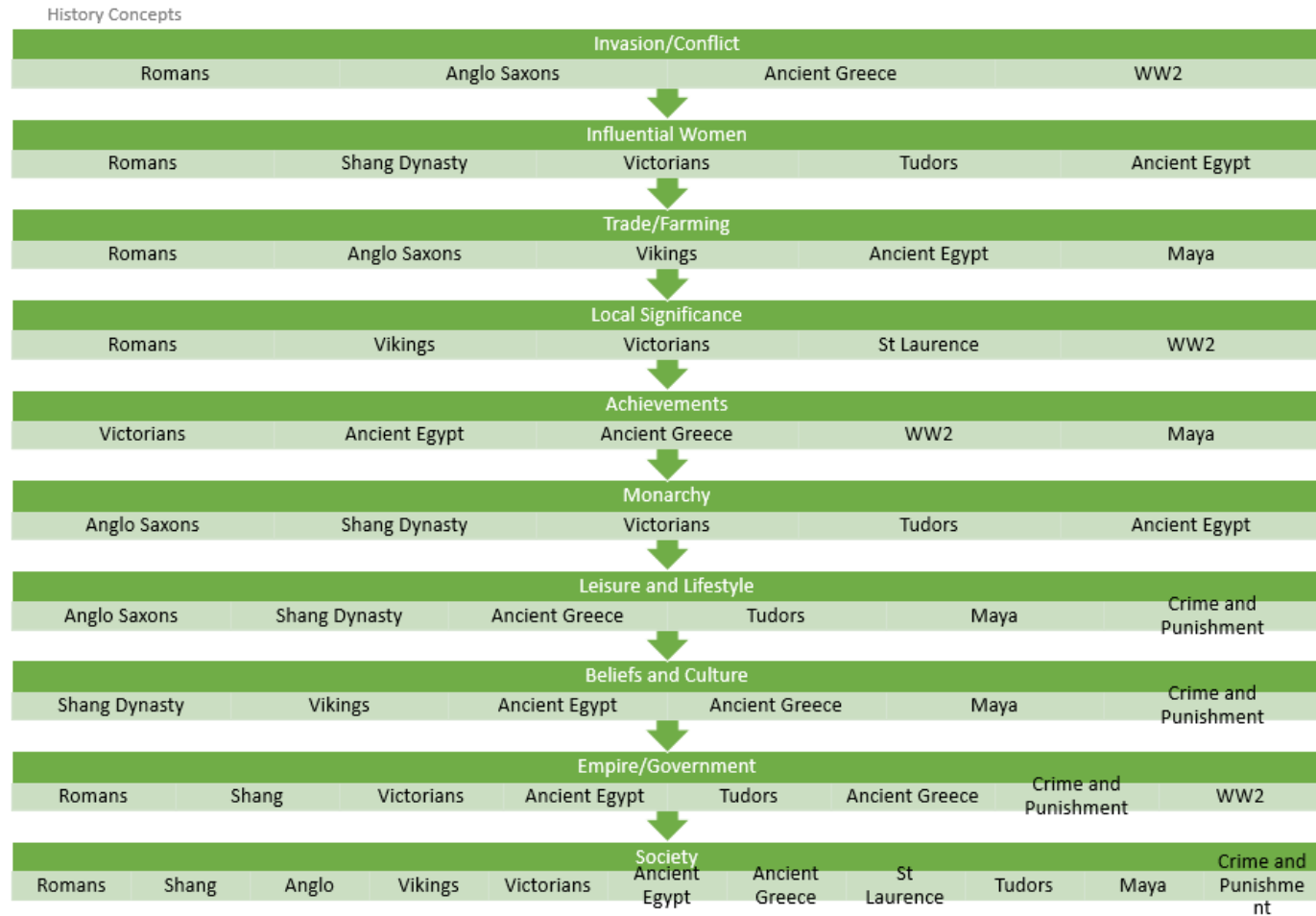
Substantive concepts: Substantive knowledge refers to knowledge of the past: people, events, ideas, and so on

- Leisure and lifestyle
- Invasion/Conflict
- Influential women
- Local significance
- Beliefs and culture
- Monarchy
- Achievement
- Empire/Government
- Society
- Trade/Farming

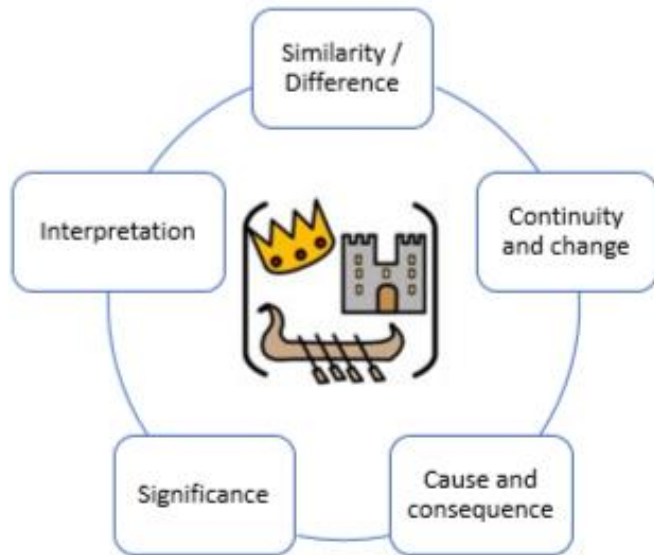
Disciplinary concepts - These concepts are how we interpret, understand and apply the knowledge taught.

- Similarity / Difference within a period/situation (*diversity*)
- Continuity and change *in and between periods*

- Cause and consequence
- Significance *of events / people*
- Interpretation



## Historical Concepts – Disciplinary and Substantive Knowledge



Disciplinary Knowledge






Substantive Knowledge

## Assessing in History

At St Laurence, we assess our children linked to four historical strands: chronological understanding, interpretation and historical enquiry, historical knowledge and vocabulary, as well as linking to the history National Curriculum. A decision by teachers is made as to whether a child is below, working towards, expected or greater depth across the units of work taught in each year group. This is on a shared document that can be accessed by all teachers and the subject leader.

As well as this, each unit has an overarching enquiry question which allows the children to share their progress from the beginning of the unit to the end of the unit by answering the question and displaying this on class boards. Children are encouraged to share their responses to each of the 5 enquiry strands throughout the unit on their cover sheets to add additional information that they have learnt and remember. This can then be used for prior learning questions and recap for children to refer back to. At St Laurence, we believe teachers are a fundamental way of assessing children via high level of questioning, responding to feedback from children and through pupil voice.

EQ: How has sport and culture shaped Rio?	
Term 4	
	
<b>Engage</b> What background knowledge do I already have?	<b>Explore</b> What do I want to know?
	

<b>Enquire</b> What sources did I use?	<b>Examine</b> What new knowledge have I learnt?	<b>Evaluate</b> What skills did I use?
What new vocabulary have I learnt?		How did I record my findings?

A	B	C	D	E	F
	<b>End of KS1 Knowledge</b>	<b>Year 3 History</b>	<b>Year 4 History</b>	<b>Year 5 History</b>	<b>Year 6 History</b>
<b>Chronological understanding</b>	I can sequence artefacts and events that are close together in time I can order dates from earliest to latest on simple timelines I can sequence pictures from different periods I can describe memories and changes that have happened in their own lives	I can sequence several events on a timeline using dates, including those that are sometimes further apart	I can sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart	I can mostly order an increasing number of significant events, movements and dates on a timeline using dates accurately;	I can order an increasing number of significant events, movements and dates on a timeline using dates accurately;
		I can understand that the past can be divided into different periods of time.	I can understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	I am starting to use dates and terms to describe historical events	I can accurately use dates and terms to describe historical events
		I can identify differences/similarities in different periods of time studied	I can identify differences/similarities in different periods of time studied	I am starting to understand how some historical events/periods occurred concurrently in different locations,	I can understand how some historical events/periods occurred concurrently in different locations,
<b>Interpretation and Historical enquiry</b>	I can ask and answer questions, using other sources to show that they know and understand key features of events. I can observe or handle evidence to ask simple questions about the past I can choose and select evidence and say how it can be used to find out about the past.	I can ask questions to develop my understanding.	I can address and sometimes devise own questions to find answers about the past	I can select relevant sections of information to address questions and give an informed response	I can investigate my own lines of enquiry by posing historically valid questions to answer.
		I can use a range of sources to find out about the past	I can gather more detail from sources such as maps to build up a clearer picture of the past	I can recognise when I am using primary and secondary sources of information to investigate the past	I can bring together information from several sources and organise that purposefully
		I can construct informed responses about one aspect of life or a key event in the past through historical information	I can construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;	I can use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, pictures, photographs, artefacts,	I can use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;
<b>Historical Knowledge</b>	I can choose and use parts of stories and other sources to show that they know and understand key features of events. I can recognise some similarities and differences between the past and the present I can recount episodes from stories and significant events in history I can understand that there are reasons why people in the past acted as they did I can describe significant individuals from the past.	I can understand and explain the everyday lives of different people in time studied	I can understand the everyday lives of different people in time studied and compare with our life today	I can explain key changes over a period of time and be able to give reasons for those changes	I can identify connections, contrasts and trends over time in the everyday lives of people and confidently compare with lives of today
		I can see links between historical events	I can explain how people and events in the past have influenced life today	I can describe connections and contrasts between aspects of history, people, events and artefacts studied.	I can examine causes and results of great events and the impact these had on people;
		I can identify key features of the time studied	I can identify key features, aspects and events of the time studied;	I can describe the key features/attitudes of the past and how they are different from today	I can describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
<b>Vocabulary</b>	I can use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	I can use words and phrases accurately to indicate periods of time: a long time ago, ancient, centuries, millennium	I can use words and phrases accurately to indicate periods of time: decade, centuries, AD/BC	I can use words and phrases to indicate time: talking about decades, centuries, millennium, 18th Egyptian dynasty	I can use a range of words and phrases to indicate time: talking about decades, centuries, millennium, 'Throughout the ___ period...,' 'Towards the end of...,' Pre – 1945...
		I can use subject specific words from y3 vocab sheet to indicate my understanding.	I can use subject specific words from y4 vocab sheet to indicate my understanding.	I can use subject specific words from y5 vocab sheet to indicate my understanding.	I can use subject specific words from y6 vocab sheet to indicate my understanding.
				Childs Average Grade	GDS
					EXP
					WTS
					BEL

## Historic England Local Heritage Status



Historic England

At St Laurence, we are a champion school linked to Historic England. The Heritage Schools programme aims to help children develop an understanding of their local heritage and its significance. The programme includes clusters of schools in eight regions across England.

The aim of the Heritage Schools programme is to make sure that

- Children develop a sense of pride in where they live
- Children understand their local heritage and how it relates to the national story
- Teachers are more confident in making effective use of local heritage resources in delivering the curriculum
  - Local historic context is embedded in the school's curriculum
  - Heritage providers are more connected to the needs of local schools
    - Parents are engaged in their children's learning
  - Communities are more deeply involved in the life of the school

