



## **History Teaching and Learning Guide**

### **Intent**

History means to understand events from the past. We aim to ensure that History at Drybrook provides our students with the skills to develop a deep and descriptive knowledge of history through the ages from the 1600s through to the present day.

Our History curriculum at Drybrook Primary aims to provide students with the knowledge and skills to understand and explore historical cultures. Our area is socially mixed, however it is not as culturally and ethnically diverse as some areas of the country. Therefore, it is our aim to equip our students with knowledge of contrasting cultures, societies and significant individuals from the past.

Through our sequences of learning experiences, students will begin to understand ideas, beliefs, attitudes and experiences of people from the past, ask and answer questions to develop writing and oracy, as well as develop a clear understanding of chronology of key events and the changes that took place over time.

In their lessons, students will view the past objectively and go beyond their everyday experience in the Forest of Dean. This will provide them with an understanding of their place in the world and how past events have led us to how we are today.

We aim to provide our children with a rich understanding of past traditions and how these have shaped the identities of diverse people, groups and nations. We aim to challenge pupils to identify similarities and differences in human experiences across time and place.



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## Implementation

### Implementation

We implement a curriculum that is progressive in skills throughout the whole school. History is taught on a fortnightly basis as part of a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum. All learning starts by revisiting prior knowledge both from lesson to lesson but also across the wider curriculum thinking about where things fit in history both chronologically and societally. This is scaffolded to support children to recall previous learning and make connections. Staff model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Teaching is designed to help children to remember in the long term the content they have been taught and to integrate new knowledge into historical concepts.

These will be based on research into the best way to deliver learning of that specific subject. Use of EEF, Ofsted research and other research will be drawn on to provide a high-quality framework for lessons plan to be built around.

### Timetabling

All subjects are taught discretely to ensure each subject has its own disciplinary structure to be respected and substantive knowledge to be learned and approach the clarity of the curriculum goals so they are clear to all.

### Individual lesson structure

Recap prior learning both long term and short term – retrieval practice

-Introduce new vocabulary and recap on previously taught vocabulary

-New learning begins from a previously comfortable starting point – link to prior lesson, country, event etc.

-Create a mental timeline of the past

### Evidence base

**OFSTED History Research review series: History Published 14 July 2021**

*Pupils make progress in history by developing:*

- *their knowledge about the past (this knowledge is often described as ‘substantive knowledge’)*
- *their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (often described as ‘disciplinary knowledge’)*

### **Rosenshine’s principles of instruction**

- *Begin a lesson with a short review of previous learning.*
- *Present new material in small steps with student practice after each step*



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- Engage students in weekly and monthly review.

### Medium term plans structure

- Key foundational knowledge to be retrieved over time through retrieval practice
- Use of a knowledge organiser to refer back to key foundational knowledge.
- Map work or/and field should be included for each unit.
- Make connections with another context from prior History learning and their own experiences.
- Think about alternative futures.
- Consider their influence on decisions that will be made.

### Evidence base

#### **OFSTED History Research review series: history Published 17 June 2021**

- High quality history lessons must ensure that pupils have repeated encounters with a wide range of important concepts in a number of different contexts.

### Depth of learning opportunities in History

Developed from a combination of Bloom's Taxonomy and Webb's Depth of Knowledge research

<b>Explanations</b>	Where children explain their thinking giving voice to their learning journey. Explain the journey of a rain droplet.
<b>Conjectures</b>	Opportunity to make conclusions or propositions based on incomplete information. Looking at population differences in cities within the UK – why do people live in London compared to Forest of dean?
<b>Reasoning</b>	The action of thinking about something in a logical, sensible way. Explaining why people might live in one place compared to another
<b>Justifications</b>	Activities with more than one possible answer where we see children showing what is right or reasonable. Comparison between favela and high rise areas within a city. Why have the Romans chosen to settle in the UK?
<b>Arguments</b>	Using evidence children take a stand on an issue seeking to persuade others of a point of view; this should include addressing an opposing point of view. Are the children in Uganda happy? Is it right the children should walk 3 hours a day to school?
<b>Applications</b>	Once a purpose has been established children should decide how their skills should be used.



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	Use a map to identify a route around the school, describe to get somewhere – different applications (maps vs instructions vs oral explanation vs video debate)
<b>Complexity</b>	Activities which offer higher level cognitive demand. This includes the children inventing, designing, prioritising, changing, rating, contrasting, comparing, constructing and imagining. Design their own village, town or city. Design a sustainable house in Africa.
<b>Manipulation</b>	The skill of adapting or changing something to suit the children’s purpose. This could be manipulating light and temperature to have an effect on a plant. How does the weather affect housing and food produce? What would happen if a mud hut was built in this country?
<b>Connections</b>	Opportunities for the children to make the link between experiences they have and the associated learning need and the link between their learning and its application. Would you live in the mansion if...it was on a volcano, soil was extremely fertile etc. Should we have any animal in the zoo? Could make it animal specific? Should sea world exist?

**Impact**

Assessment process

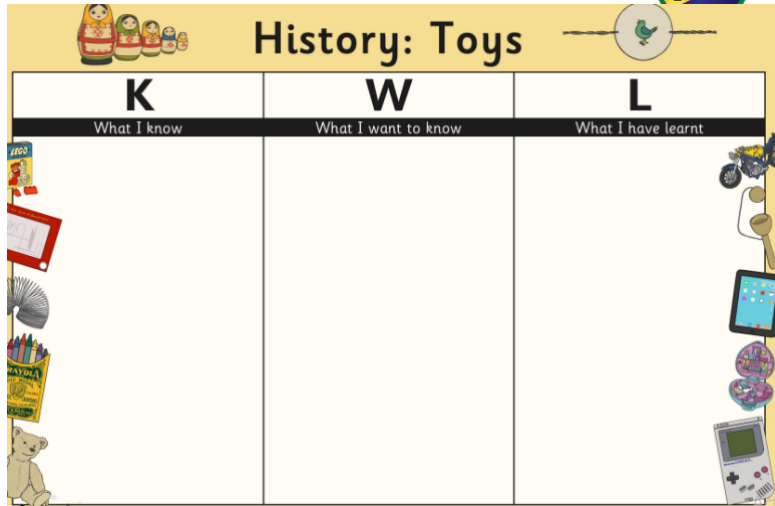
At the beginning of every history unit pupils will be asked to fill in a KWL sheet:

They will be asked to record anything they already know about the topic (K) and anything they want to find out (W). At the end of the unit they will revisit this sheet where they will add some



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History: Toys		
K	W	L
What I know	What I want to know	What I have learnt

ideas of any new information they have retained and learnt (L).

Monitoring process

Planning scrutiny

Book scrutiny

Lesson observations

Data analysis where