



## **Lovelace Way**

### **Intent**

Our aim at Lovelace is to provide a high-quality history education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We will encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

On leaving Year 6, a successful learner enjoys history, is enthusiastic and wants to continue their learning. They have a good understanding of British, local and world history, a developing understanding of chronology, and a range of enquiry skills as well as substantive knowledge and disciplinary knowledge. They recognise how our knowledge of the past is constructed from a range of sources and become critical thinkers. They also have an extended vocabulary relating to the subject.

At Lovelace we base our planning, teaching and learning on the National Curriculum and share the aims to:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of substantive terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing substantive concepts into different contexts, understanding the connections between local, regional, national and

international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

- Develop a rich **disciplinary** knowledge of the topics studied and engage meaningfully with the past.

## Implementation

At Lovelace, we believe that history should be taught in a creative and practical way that encourages the highest level of understanding for each child. Our aim is to provide a broad, rich, well-connected history curriculum and one that provides 'building blocks of progress', to help children learn over time. All year groups follow the National Curriculum for history, and therefore in each year group the following topics are taught:

### Curriculum Schemes of Work Overview:

	Autumn term	Spring term	Summer term
<b>EYFS</b>	All about me Family tree, differences between them and others, special events and memories Guy Fawkes (week focus) Remembrance Day (week focus)		
<b>Y1</b>	<b>Space Explorers</b>	<b>Castles</b>	<b>History of Seasides</b>  Geography focus - Africa Seaside
<b>Y2</b>	Geography focus	<b>Florence Nightingale</b>  <b>The Tudors</b>	Geography focus  <b>Great Fire of London</b>
<b>Y3</b>	<b>The Stone Age</b>	<b>Bronze and Iron Ages</b>	<b>Ancient Egyptians</b>  Geography focus
<b>Y4</b>	<b>Celts and Romans</b>  Geography focus	<b>Saxons</b> <b>Scots</b> Geography focus	<b>The Vikings</b>  Geography focus
<b>Y5</b>	<b>The Victorians</b>  <b>History of Kingston</b>	Geography focus	<b>Ancient Greeks</b>  Geography focus
<b>Y</b>	<b>World War II</b>  Geography focus	<b>Native Americans</b>  geography focus	<b>Revision &amp; Reflection</b>

## **History Curriculum Planning**

- ✓ History planning is recorded on the Lovelace Medium Term Foundation Subjects plan as outlined below.
- ✓ All teaching should have a clear learning objective and success criteria that are appropriate for the age range of the children.
- ✓ Each lesson and theme should be based around a question. E.g. What happened to Britain after the Romans left?
- ✓ Significant substantive concepts from each topic will be chosen to allow pupils to develop deeper knowledge of important concepts e.g 'king' and 'peasantry' which will give pupils security of their schemata of these concepts over time.
- ✓ Within planning, teachers should consider how the children are going to record each piece of work and there should be a variety of ways of doing this (see below).
- ✓ Over the year children should cover the National Curriculum for their year group and experience each of the areas of working through enquiry. There should also be cross-curricular learning where the topic lends itself, such as ICT, English and mathematics, as well as opportunities for source work, trips or workshops as WOW moments.
- ✓ Planning will regularly address questions focusing on second-order concepts of:
  - Causation (analysis of why events happened e.g 'Why did the Roman empire collapse?'),
  - Change and continuity (analysing changes in the past, the pace or type of change e.g 'How much did Britain change after the Romans left?')
  - Similarity and difference (analysing how homogenous or past societies, regions or groups were in terms of identity or experience e.g. 'Was everyone affected by the Viking invasions in the same way?')
  - Historical significance (exploring the reasons why some events or people are deemed significant by historians and others)
- ✓ Children will be given the opportunities to 'read to learn' (being read to or reading themselves) within topics which will be carefully planned to extending their historical vocabulary, developing a more complex account of the past and securing historical argument.
- ✓ Every history lesson will give the children an opportunity to revisit vocabulary and concepts (sticky knowledge) to secure prior knowledge, as well as learning new vocabulary and concepts.

LOVELACE PRIMARY SCHOOL  
Medium Term Planning for Foundation Subjects  
TERM: Autumn 1  
THEME / TOPIC / SUBJECT: History -Space Topic

<p><b>Key WOW factor:</b> Freeze dried ice cream put in a clear tub for children to work out what it is and the opportunity to taste it.</p> <p><b>Sticky Knowledge</b></p> <ul style="list-style-type: none"> <li>• <i>There are many different materials that have different describable and measurable properties.</i></li> <li>• <i>Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass).</i></li> <li>• <i>The properties of a material determine whether they are suitable for a purpose.</i></li> </ul>	<p><b>Key end learning task:</b> (e.g. class assembly, class book, making a film, Tudor banquet, exhibition, sharing with another class etc.)</p> <p>Beech class assembly</p>	<p><b>Time available, key resources &amp; relevant hyperlinks:</b></p>
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Sequence, week or progression	Key objectives [OLI] for Key Skills / Attitudes / Knowledge & Understanding	Learning Tasks & Activities	Differentiation & Personalisation	Key Vocabulary	Resources / ICT	Success Criteria 'I can...'
Key knowledge areas: <ul style="list-style-type: none"> <li>• <b>Historical Interpretations</b>- Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• <b>Historical investigation</b>-Children should ask and answer questions, using other sources to show that they know and understand key features of events.</li> <li>• <b>Knowledge and Understanding of Events, People and Changes in the Past</b>- Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</li> <li>• <b>Presenting, Organising and Communicating</b>-Pupils should use a wide vocabulary of everyday historical terms</li> </ul>						

<ul style="list-style-type: none"> <li><b>Chronological understanding</b> - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</li> </ul> <p>National Curriculum:</p> <ul style="list-style-type: none"> <li><b>changes within living memory.</b> Where appropriate, these should be used to reveal aspects of change in national life</li> <li><b>events beyond living memory that are significant nationally or globally</b> [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li><b>the lives of significant individuals in the past who have contributed to national and international achievements.</b> Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li><b>significant historical events, people and places in their own locality.</b></li> </ul>						
1	<p><b>Key knowledge:</b> historical investigation</p> <p><b>National curriculum:</b> lives of significant individuals</p>	<p>OLI: To use clues to find out information about Yuri Gagarin</p> <p>Week 1 - Continuous provision</p> <p>Children are to be given pictures of clues to work out who Yuri Gagarin is and why he is significant.</p> <p>Clues:</p> <ul style="list-style-type: none"> <li>1st trophy</li> <li>picture of space</li> <li>the earth (picture or globe)</li> <li>1 hour 29 minutes written on paper</li> <li>space rocket</li> <li>date 12th April 1961</li> </ul> <p>Key questions:</p> <p>Who could he be? What did he do? Where did he go? Why is he important/ significant?</p> <p>At the end of the week as a class discuss that Yuri Gagarin:</p> <ul style="list-style-type: none"> <li>was the first person in space April 12, 1961</li> <li>spacecraft was launched at 9:07 and landed at 10:55</li> </ul>	<p>Ch. will record their ideas by writing, drawing pictures and talking to an adult.</p> <p>Questions asked will vary on what the ch. need,</p>	<p>Launched Space Landing significant investigation orbit monuments</p>	<p>Printed pictures</p> <p>Globe</p> <p>trophy</p> <p>toy spacecraft</p>	<p>Good: I can discuss what I see in the sources/ clues</p> <p>Brilliant: I can ask simple questions about the sources/ clues to establish why they are relevant</p> <p>Fantastic: I can use the sources/ clues to explain how they links to Yuri Gagarin</p>

*To stimulate and challenge every child, every day in every lesson.*

**LOVELACE PRIMARY SCHOOL**  
**Medium Term Planning for Foundation Subjects**  
**TERM: Autumn 1** **THEME / TOPIC / SUBJECT: History -Space Topic**

		<ul style="list-style-type: none"> <li>He orbited the earth once in 1 hour and 29 minutes</li> <li>He was given awards, streets named after him and monuments of him were made</li> <li>Only went to space once</li> </ul> <p>(Ch. Beech asked how he died and if it was part of the landing. Answer: he died in a jet aircraft crash during a training flight at 34 years old)</p> <p>After the ch. are given the information leave the clues out and encourage them to discuss further the importance of these and what information they give us about Yuri Gargarin</p>				
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\*Additional details for each topic can be found in the medium term plans

## [1 Planning](#)

### **Model History Curriculum 2024**

Next year, there will be a model history curriculum which is a non-statutory guidance document to support the teaching of the national curriculum programmes of study for history. The model curriculum approach will promote a high quality and knowledge-rich teaching of history for ages 5 to 14, giving all pupils a shared knowledge of British and world history. It will also provide the foundation for subsequent development of curriculum resources and teacher professional development in these subjects. The model history curriculum will:

- clearly specify the residual substantive knowledge that pupils will acquire over time, such as chronological frameworks, narratives embedding key events, descriptions of period features, accounts of change and diversity, substantive historical concepts and other common terms

- clearly specify the residual disciplinary knowledge that pupils will acquire over time, including the rigorous practice and appraisal of historical argument as set out in the aims of the national curriculum
- be ambitious, rigorous, coherent and well-sequenced to ensure young people come to each succeeding topic with appropriate knowledge of other periods and themes
- set out a year-on-year programme of study from year 1 to year 9, following the national curriculum as the framework for a chronological approach to history and a clear sense of period
- build appropriately on the early years foundation stage (EYFS) statutory framework and associated non-statutory guidance Development Matters
- ensure that all pupils, including pupils who do not pursue further study of history as a discipline after key stage 3, have sufficient, enduring reference points in the past and sufficient disciplinary awareness to be able to continue to interpret the world historically
- foster shared knowledge of British and world history, running from the prehistoric era and the earliest civilizations through to the modern era, including the two World Wars
- cover the major contributions to civilization by all peoples, including influences which have shaped Britain today so that pupils understand British history within broader temporal, geographical and cultural contexts
- encompass wide-ranging accounts of political, social, economic and cultural history including key themes, landmark events, states of affairs and the changing experiences and contributions of diverse people
- represent the richness, breadth and interconnectedness of world history, including a focus on the experiences and significance of diverse groups, societies and civilisations in their own right

Planning, teaching and learning will be adapted and updated when appropriate.

## **Progression in Historical Skills**

Progression through the curriculum will enable children to learn the necessary knowledge to know more and remember more about the method of being a historian and carrying out historical enquiry enabling them to do more. Children will have knowledge of the complex features of past events and societies and will know enough about the topic studied to make sense of new knowledge.

The National Curriculum builds appropriately on the early years foundation stage (EYFS) statutory framework and associated non-statutory guidance Development Matters.

[History Year Curriculum Maps Example - Google Slides](#) and [History Golden Threads - Google Docs](#) also show the progression from EYFS to Year 6. (These are working documents)

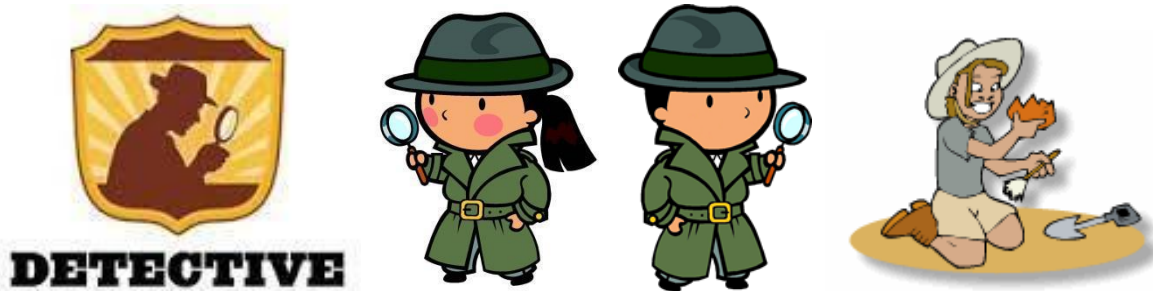
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	* Begin to organise events using basic chronology,	* sequence events or objects in chronological	* sequence artefacts closer together in time	* place the time studied on a timeline	* place events from period studied on a	* place current study on timeline in	* place current study on timeline in relation to

	recognising that things happened before they were born, beginning to build early schema.	order, developing a greater schemata	<ul style="list-style-type: none"> <li>* sequence events, developing a greater schemata</li> <li>* sequence photos etc from different periods of their life</li> <li>* describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>* sequence events or artefacts</li> <li>* use dates related to the passing of time</li> </ul>	timeline <ul style="list-style-type: none"> <li>* use terms related to the period and begin to date events</li> <li>* understand more complex terms e.g. BCE/AD</li> </ul>	relation to other studies <ul style="list-style-type: none"> <li>* know and sequence key events of time studied</li> <li>* use relevant terms and periods labels</li> <li>* relate current studies to previous studies</li> <li>* make comparisons between different times in history</li> </ul>	other studies <ul style="list-style-type: none"> <li>* use relevant dates and terms</li> <li>* sequence up to ten events on a timeline</li> </ul>
<b>Range and Depth of Historical Knowledge</b>	<ul style="list-style-type: none"> <li>* Talk about the lives of the people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>* begin to describe similarities and differences in artefacts</li> <li>* understand why people did things in the past</li> <li>* use a range of sources to find out characteristic features of the past</li> </ul>	<ul style="list-style-type: none"> <li>* find out about people and events in other times</li> <li>* confidently describe similarities and differences in collections of artefacts</li> </ul>	<ul style="list-style-type: none"> <li>* find out about everyday lives of people in time studied</li> <li>* compare with our life today</li> <li>* identify reasons for and results of people's actions</li> <li>* understand why people may have had to do something</li> <li>* Study change through the lives of significant individuals</li> </ul>	<ul style="list-style-type: none"> <li>* use evidence to reconstruct life in time studied</li> <li>* identify key features and events</li> <li>* look for links and effects in time studied</li> <li>* offer a reasonable explanation for some events</li> <li>* develop a broad understanding of ancient civilisations</li> </ul>	<ul style="list-style-type: none"> <li>* study different aspects of life of different people - differences between men and women</li> <li>* examine causes and results of great events and the impact on people</li> <li>* compare life in early and late times studied</li> <li>* compare an aspect of life with the same aspect in another period</li> <li>Study an ancient civilization in detail (e.g. Ancient Greeks)</li> </ul>	<ul style="list-style-type: none"> <li>* find out about beliefs, behaviour and characteristics of people,</li> <li>* recognising that not everyone shares the same views and feelings</li> <li>* compare beliefs and behaviour with another period studied</li> <li>* write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>know key dates, characters and events of time studied</li> <li>* Compare and contrast ancient civilisations</li> </ul>
<b>Interpretations of History</b>	<ul style="list-style-type: none"> <li>* Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>* begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)</li> </ul>	<ul style="list-style-type: none"> <li>* compare pictures or photographs of people or events in the past</li> <li>* able to identify some ways to represent the past</li> </ul>	<ul style="list-style-type: none"> <li>* identify and give reasons for different ways in which the past is represented</li> <li>* distinguish between different sources and evaluate their usefulness</li> <li>* look at representations of the period - museum,</li> </ul>	<ul style="list-style-type: none"> <li>* look at the evidence available</li> <li>* begin to evaluate the usefulness of different sources</li> <li>* use of textbooks and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>* compare accounts of events from different sources. Fact or fiction</li> <li>* offer reasons for different versions of events (points of view)</li> </ul>	<ul style="list-style-type: none"> <li>* link sources and work out how conclusions were arrived at</li> <li>* consider ways of checking the accuracy of interpretations - fact or fiction and opinion</li> <li>* be aware that different evidence will lead to different</li> </ul>

				cartoons etc.			conclusions * Analyse the past using concepts such as causation, change, continuity, similarity and differences and historical significance. (disciplinary knowledge)
Historical Enquiry	<ul style="list-style-type: none"> <li>* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul>	<ul style="list-style-type: none"> <li>* sort artefacts "then" and "now"</li> <li>* use as wide a range of sources as possible</li> <li>* speaking and listening (links to literacy)</li> <li>* to ask and answer questions related to different sources and objects</li> </ul>	<ul style="list-style-type: none"> <li>* use a source - why, what, who, how, where to ask questions and find answers</li> <li>* sequence a collection of artefacts</li> <li>* use of timelines</li> <li>* discuss the effectiveness of sources</li> </ul>	<ul style="list-style-type: none"> <li>* use a range of sources to find out about a period</li> <li>* observe small details - artefacts, pictures</li> <li>* select and record information relevant to the study</li> <li>* begin to use the library, e-learning for research</li> <li>* ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>* use evidence to build up a picture of a past event</li> <li>* choose relevant material to present a picture of one aspect of life in time</li> <li>* past ask a variety of questions use the library, e-learning for research</li> </ul>	<ul style="list-style-type: none"> <li>* begin to identify primary and secondary sources</li> <li>* use evidence to build up a picture of life in time studied</li> <li>* select relevant sections of information</li> <li>* confident use of library, e-learning, research</li> </ul>	<ul style="list-style-type: none"> <li>* recognise primary and secondary sources</li> <li>* use a range of sources to find out about an aspect of time past.</li> <li>* suggest omissions and the means of finding out</li> <li>* bring knowledge gathering from several sources together in a fluent account</li> <li>* Understand that historians use sources of evidence to construct knowledge about the past</li> </ul>
Organisation and Communication	<ul style="list-style-type: none"> <li>* Can talk and discuss</li> <li>* Drawing</li> <li>* Contributing to displays</li> <li>* ICT</li> </ul>	<ul style="list-style-type: none"> <li>* time lines (3D with objects/ sequential pictures)</li> <li>* drawing</li> <li>* drama/role play</li> <li>* writing (reports, labelling, simple recount)</li> <li>* ICT</li> </ul>	<ul style="list-style-type: none"> <li>* Class display/ museum</li> <li>* annotated photographs</li> <li>* ICT</li> </ul>	<ul style="list-style-type: none"> <li>* communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama, mode</li> </ul>	<ul style="list-style-type: none"> <li>* select data and organise it into a data file to answer historical questions</li> <li>* know the period in which the study is set</li> <li>* display findings in a variety of ways</li> <li>* work independently and in groups</li> </ul>	<ul style="list-style-type: none"> <li>* fit events into a display sorted by theme time</li> <li>* use appropriate terms, matching dates to people and events</li> <li>* record and communicate knowledge in different forms</li> <li>* work independently and in groups showing initiative</li> </ul>	<ul style="list-style-type: none"> <li>* select aspect of study to make a display</li> <li>* use a variety of ways to communicate knowledge and understanding including extended writing</li> <li>* plan and carry out individual investigations</li> </ul>



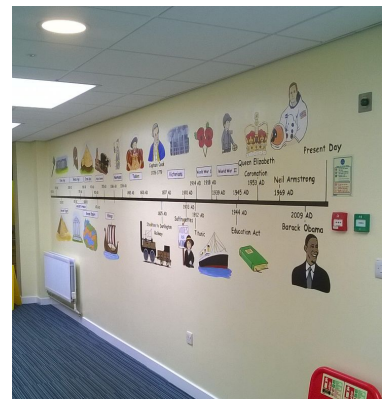
## Practicalities for Teachers in the Delivery of the Curriculum - Our pedagogy



- ✓ History subjects will be taught half termly (rotated with geography). When it is the half term that history is being taught it should be taught once a week, for a whole afternoon (1 hour and 30 minutes)
- ✓ In history children should be given opportunities to be *detectives*.
- ✓ Children should learn the importance of **historical enquiry** during these lessons, using all of the key skills, as outlined in the National Curriculum, such as:
  - Asking questions and forming hypothesis
  - Planning investigations
  - Finding, collecting and recording information
  - Analysing information
  - Evaluating and organising information
  - Communication might involve pupils in:
    - Discussion and debate with each other or the teacher
    - Writing, including narrative, analysis, explanation and description
    - Presenting their findings, to the class or in displays and exhibitions, using models, photographs, drama, audio-visual presentations, graphs, maps and charts
  - Evaluating their work
- ✓ History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time
- ✓ Teachers will keep up to date with their knowledge of the historical topics taught.
- ✓ Children will learn that knowledge from the past is constructed from sources. They will learn about a range of sources of evidence historians can use to construct knowledge and how they form judgement from this evidence. From these sources they will question why historians construct different accounts of the past.
- ✓ 101 Experiences...
- ✓ Educational Visits...
- ✓ Children with SEND or children who have been identified as finding it difficult to learn history are given opportunities to recap prior knowledge before moving on. They will have the opportunity to pre-teach sessions which will expose them to key vocabulary being taught.

- ✓ History will be taught for its own sake and not as a learning opportunity for literacy or numeracy.
- ✓ Each class, from reception to Year 6, will have a displayed 'growing timeline' of the topics they have been taught. Reception will start by adding the first topic taught to the timeline then adding a new picture every time another topic is taught. Year 1 will start the year with the three topics that have already been taught in reception and add to it as they are taught the Year 1 topics. At the end of Year 1 their 'growing timeline' should display six topics all in chronological order. At the beginning of Year 2 the growing timeline should display 6 topics that have been taught from reception to Year 1. Year 2 then adds the topics taught as they teach them. By the end of Year 6 there should be 20 topics displayed on the growing timeline all in chronological order. The 'growing timeline' will ensure pupils are able to place periods they have studied in time.

## From Reception to Year 6



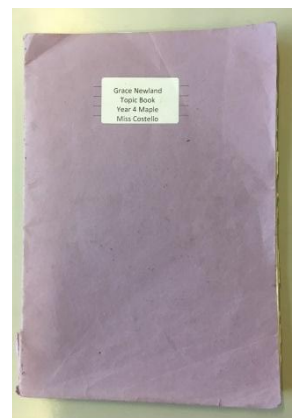
## History Recording

Recording from history lessons should be recorded in an exercise book. We use slightly different recording books in the different Key Stages. These are bigger than A4 so that sheets can be mounted in.



KS1

**Y3/4**



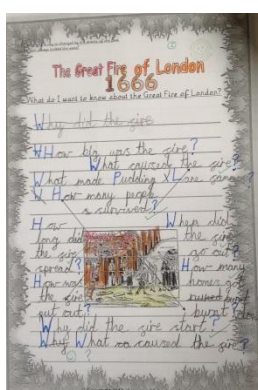
**Y5/6**

**Key Stage One:** To encourage connections in learning, KS1 pupils complete all of their science and humanities learning in one book. It is a light blue covered book from KCS (1268024).

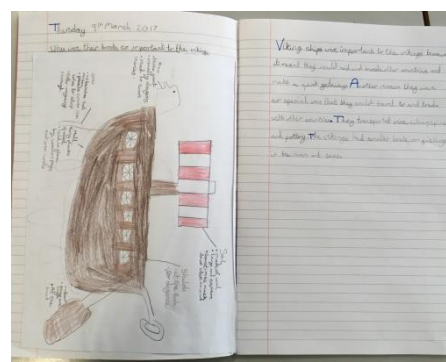
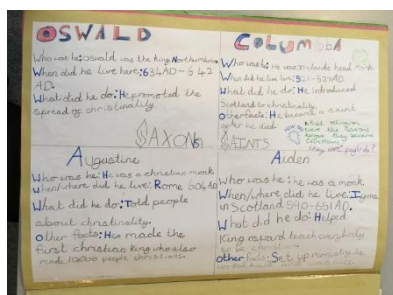
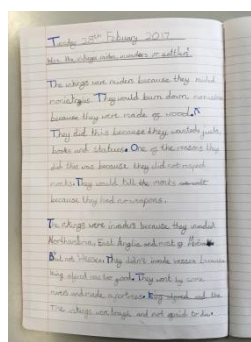
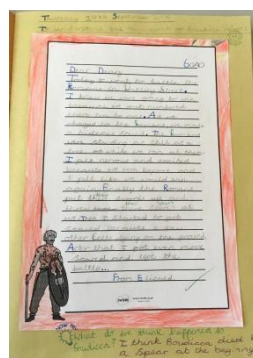
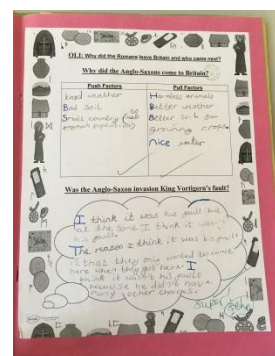
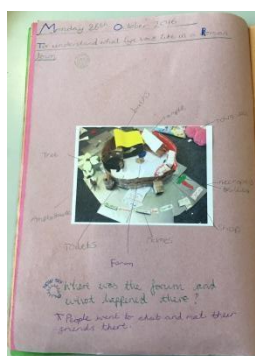
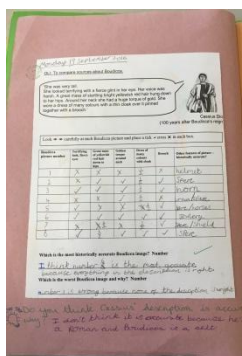
**Key Stage Two (Y3/4):** Complete history, geography and RE in their 'scrap' book. History and geography work is at the front and RE is at the back. It is a green covered book with different coloured pages from TTS (AR01164)

**Key Stage Two (Y5/6):** Complete history, geography and RE in their 'topic' book. History and geography work is at the front and RE is at the back. It is a lined purple book.

Separate units / schemes of learning should be clearly demarcated with 'unit target' pages or 'cover pages'. These should include questions the children want to ask about the topic and anything they already know.



- ✓ All written work, diagrams & pictures should comply with the Lovelace presentation policy (see separate document). For example, the date and learning objective should be written on the top, left hand side of the page and underlined neatly. All handwriting should be in Kingston cursive script and written in pen or pencil (pen licence rules apply). Diagrams should be drawn in pencil. All work for each lesson should be completed and teachers should encourage the children to take intense pride in their work at all times.
- ✓ The nature of the 'scrap' book means that children should be given the opportunity to present their work in a variety of ways. Such ways may include (but are not limited to): tables, graphs, collages, photographs, observational drawings, bullet pointed notes, labelling objects, written explanations and creating models.
- ✓ Lessons can be oral where discussions, debates, investigations and questioning is key. Recording may not be required. Photos or teacher notes may work better in these instances.
- ✓ Whole class displays such as a working wall can be recorded through photos.
- ✓ Pupils will secure rich knowledge of events or topics they are learning before being expected to produce extended writing about them.
- ✓ Later Key stage 2 will have the opportunity to write in subject-specific forms such as historical arguments or causal narratives.



## Feedback and Marking

- ✓ Assessment at the point of teaching is absolutely key to address misconceptions and move pupils on and to check understanding
- ✓ Assessment during lessons is used to adapt the the delivery of teaching to try to maximise the children's understanding and achievement ensuring that essential knowledge is learnt and remembered
- ✓ History work is marked by the teacher in green pen and according to the Lovelace Marking Policy (see separate document).
- ✓ Children should be given 'Next Step' progressive marking, where appropriate and should be given adequate time to respond to that marking, when convenient to the class.
- ✓ Children should up-level work and respond to marking in their purple polishing pen, this means that sometimes a feedback dialogue might occur. Children should be encouraged to correct spellings particularly of specialist history vocabulary or names of people, places or events.

## Assessment

After each unit / scheme of work an assessment sheet should be completed. These can be found on the R Drive and G Drive. This is used as a record of the child's progress through the curriculum and a starting point for the next schema. [Summative Assessment History Autumn term \(template\).doc - Google Docs](#)

Continual informal assessment throughout each lesson will help identify any gaps within the pupils' learning and monitor pupil progress. By doing this the teacher is able to respond effectively and efficiently, taking steps to close the gap. This would also include a teacher's decision to revisit a concept as a whole class or make further changes to planning to address gaps. This will add to the overall assessment made at the end of the topic.

Our assessment will check that the curriculum content is remembered long term. It will assess topic knowledge, chronological knowledge, knowledge of substantive concepts (these are concepts such as 'empire', 'civilisation' and 'parliament') and knowledge of history as a discipline (referring to knowledge of history as a discipline: how do historians construct knowledge from the past?)

[illegible]

## **Mastery**

<b>Independence</b>	• Apply the skill or knowledge without recall to the teacher
<b>Fluency</b>	• Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding.
<b>Application</b>	• Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
<b>Consistency</b>	• Consistently use their skills, knowledge and understanding.
<b>Synthesise</b>	• Organise ideas to make connections with other areas of learning and new areas.
<b>Re-visit</b>	• Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
<b>Explain it</b>	• Able to explain others their understanding and perhaps be a learning buddy to others

### **By the end of year 6**

On leaving Year 6, a successful learner enjoys history, is enthusiastic and wants to continue their learning. They have a good understanding of British, local and world history, a developing understanding of chronology, and a range of enquiry skills. They recognise how our knowledge of the past is constructed from a range of sources and become critical thinkers. They also have an extended vocabulary relating to the subject.

What might this look like? Pupils being able to:

- Continue to develop a chronologically secure knowledge and understanding of major developments to help contextualise new topics.
- Establish clear narratives within and across the studied historical periods.
- Note connections, contrasts, and trends over time and develop the appropriate use of historical terms.
- Address questions about change, cause, similarity, difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.



### **Using knowledge and understanding from:**

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England, up to the time of Edward the Confessor.
- A local history study of Kingston Upon Thames
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (E.g. the changing power of monarchs – using case studies such as John, Anne, and Victoria.)
- Who were the Tudors
- Castles through time
- Changes in seashores/British holidays then and now
- The life of a child in World War II
- The achievements of the earliest civilisations, such as Ancient Egypt.
- Ancient Greece, its achievements, and its influence on the western world.
- A non-European society that provides contrasts with British history, such as Native Americans.

### **Impact**

A Lovelace pupil on leaving Year 6, a successful learner enjoys history, is enthusiastic and wants to continue their learning. They have a good understanding of the British, local and world history studied, developing understanding of chronology, and a range of enquiry skills. They recognise how our knowledge of the past is constructed from a range of sources and become critical thinkers. They will be able to weigh up evidence and form an opinion about events evidencing this in a variety of ways. They also have an extended vocabulary relating to the subject.

Pupils' work will demonstrate that history is taught at an age appropriate standard across each year group with opportunities planned for pupils working at greater depth and support for pupils that would benefit. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

The impact will be monitored through topic based summative assessment, carried out at the end of each unit. Continual formative assessments, during each session, will add to the overall assessment made. Pupil talk will be a key aspect to make these judgements. At the end of the academic year the impact will be recorded in the child's end of year report, where all the assessments throughout the year will be drawn upon.

## **Useful Resources for Teachers**

- Model History Curriculum 2024 [Model history curriculum terms of reference \(publishing.service.gov.uk\)](#)
- History Association – planning, resources and up to date subject information. (We have a paid subscription) [Historical Association](#)
- LGFL learning resources – Interactive resources on different topics. (Mostly useful for KS2) [Showcase Grid - London Grid for Learning](#)
- British Museum 100 objects – Photos, facts and teaching ideas for 100 objects found in the museum [Teaching History with 100 Objects](#)
- Bomb Sight – Interactive map showing bombs dropped in London during the Blitz. [Bomb Sight](#)

Museum of London

[Resources for schools learning | Museum of London](#)

British Museum

[Samsung Digital Discovery Centre | British Museum](#)

[Ages 3–6 | British Museum](#)

<https://www.britishmuseum.org/learn/schools/ages-7-11>

Historical Association

[Historical Association](#)

[Curriculum / Primary / Historical Association](#)

British Library [Online resources | The British Library](#)

BBC Bitesize [KS2 History - BBC Bitesize](#)

Primary Homework Help

[Primary Homework Help](#)

[Project Britain](#)

Drama Hut

[The Drama Hut](#)

Artefacts

[Replica Historical Artefacts for Schools From TTS](#)

[Starbeck Educational Resources](#)

[Artefacts To Order](#)

[Education Resources Service | Book Collections](#)

Website links for Units of Learning

Teaching Resources Library Free resources for teachers to browse by theme, key stage and region. [Teaching and Learning Resources Library | English Heritage](#)

Romans Advice and activities for you to explore:

<https://www.english-heritage.org.uk/learn/teaching-resources/teaching-history/teaching-the-romans/>

Pre-History Follow the link below for free resources to download and read online. Focused on KS2. <https://www.english-heritage.org.uk/learn/teaching-resources/teaching-history/teaching-prehistory/>



Digital sessions: Please contact [Sophie.Thomas@english-heritage.org.uk](mailto:Sophie.Thomas@english-heritage.org.uk) to enquire about a virtual session focusing on Stonehenge. Please reference this document upon enquiry: ACHCHIL2021 Black Lives in Britain English Heritage have brought together experiences from across our sites to share with you.

<https://www.english-heritage.org.uk/learn/teaching-resources/-learn-black-lives-inbritain/>

Digital sessions: Please contact [Lucie.Tuck-Brown@english-heritage.org.uk](mailto:Lucie.Tuck-Brown@english-heritage.org.uk) to enquire about a virtual Q&A session about Dido Belle who lived at Kenwood House or Lord Mansfield and his role in the abolition of the slave trade. Please reference this document upon enquiry: ACHCHIL2021 1066 Various resources and information about 1066 and the Norman Conquest <https://www.english-heritage.org.uk/learn/1066-and-the-norman-conquest/>

Various information about 1066, articles, sources and even a quiz to help you with your 1066 learning. [The Story of 1066](#)

Check out the Battle Abbey 1066 Battlefield Teachers' Kit. It includes pre and post visit activities that you can do back at school. [1066 Battle of Hastings, Abbey and Battlefield Teachers' Kit \(KS1-KS4+\)](#)

Anglo-Saxon and Normans Advice and activities for you to explore: [Teaching Anglo-Saxons and Normans | English Heritage](#)

Medieval History Advice and activities for you to explore: [Teaching Medieval History | English Heritage](#)

Tudors and Stuarts [Teaching Tudors & Stuarts | English Heritage](#)

Teaching 20th Century [Teaching 20th Century | English Heritage](#)

The Victorians

<https://www.english-heritage.org.uk/learn/teaching-resources/teaching-history/teaching-victorians/>

Please reference this document upon enquiry: ACHCHIL2021 Queen Victoria Digital sessions: Please contact [Laura.Bosworth@english-heritage.org.uk](mailto:Laura.Bosworth@english-heritage.org.uk) to enquire about a virtual session focusing on XX . Please reference this document upon enquiry: ACHCHIL2021 Queen Elizabeth I: KS1 Could compare with Queen Victoria (Email Helen Kenilworth Castle) Cross-curricula learning [Cross-Curricular Learning | English Heritage](#)

Home Learning Help Tips, resource links and guidance when approaching home learning. (Handy for parents) [Home Learning Help | English Heritage](#)

## Glossary

Term	Description
<b>Disciplinary knowledge</b>	Disciplinary knowledge is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.
<b>Schema/schemata (plural)</b>	A pattern of thought that organises categories of information and the connections between them.
<b>Second order concepts</b>	These shape the key questions asked in a subject and organise the subject knowledge. In history these include 'cause and consequence' (causation), 'change and continuity', 'similarity and difference', and 'historical significance'.
<b>Substantive knowledge</b>	Significant concepts and knowledge about the past e.g. 'empire', parliament' and 'peasantry.'
<b>Pedagogy</b>	is the way that the teacher delivers the content of the curriculum, the teaching style used and the theories employed.