

# Lower Halstow School



## History Handbook 2024 update

[Associated documents can be found on TEAMS](#)

LHS History Overview

LHS History Long Term Plan

LHS History Road Map

LHS History Adaptive Strategies for Children with SEND

LHS History Milestone End Points Assessment document

LHS Grammarsaurus planning units inc. knowledge organisers and quizzes

LHS History Curriculum Vocabulary Progression

LHS History Progression (disciplinary concepts and skills)

## Key Enquiry Questions

### EYFS

**EYFS begin the historical journey by using their Understanding the World Early Learning Goals to initiate meaningful and historically based conversations in the following topics.**

Ourselves/Families, Gunpowder plot, Remembrance, The Christmas story, Transport past and present, Seaside now and then, Transition and memories. Also covered through children's own interests and interactions during provision time.

Year 1	<b><u>Changes within Living Memory (Toys)</u></b>  How have children's toys changed since our older relatives were little?	<b><u>Local History (Brickfields)</u></b>  Why were the Brickfields significant to my local area?	<b><u>Significant Individuals (Explorers)</u></b>  Where have humans explored?
Year 2	<b><u>Significant Individuals in History (Hospitals and Healthcare)</u></b>  How did Florence Nightingale, Mary Seacole and Edith Cavell help to improve hospitals?	<b><u>Significant Individuals and Local Places (Kings, Queens and Castles)</u></b>  Where did kings and queens live through time?	<b><u>Events Beyond living memory (Great Fire of London)</u></b>  How did the great fire change London?
Year 3	<b><u>Stone Age and Bronze Age Bronze Age and Iron Age</u></b>  How did daily life change in Britain from the Stone Age to the Iron Age?		<b><u>Roman Empire and Britain</u></b>  How did the Roman empire impact Britain?
Year 4	<b><u>Ancient Egypt</u></b>  What were the Greatest achievements of the Ancient Egyptians?	<b><u>Scots and Anglo-Saxons Anglo-Saxons and Vikings</u></b>  How did England change during the settlement of the Anglo Saxons and Vikings?	
Year 5	<b><u>Ancient Greece</u></b>  What were the Greatest achievements of the Ancient Greeks?	<b><u>Early Civilisation (Maya)</u></b>  What similarities and differences are there between the Maya civilisation and England from the 8 <sup>th</sup> – 10 <sup>th</sup> century?	
Year 6	<b><u>Local History (Victorians)</u></b>  How has our school evolved since the Victorian times?	<b><u>Post 1066 (Crime and Punishment)</u></b>  How has crime and punishment changed over time in Britain?	<b><u>(WW2)</u></b>  Why was the battle of Britain a significant turning point for the UK in WW2?

**Substantive Knowledge**

Our curriculum covers four substantive concepts - **trade, civilisation, monarchy and settlement**. Every unit of work progressively develops the children’s understanding of these concepts.

**Knowledge organisers** contain key facts and vocabulary for the children to retain related to particular areas of historical study.

Civilisation
Trade
Monarchy
Settlement


**Substantive knowledge map | History Subject Leader Documents**

Year 1			Year 2			Year 3	
Toys	Local History (Brickfields)	Explorers	Kings, Queens & Castles	Hospitals and Health Care	The Great Fire of London Local Study	Stone Age Iron Age	The Romans
trade civilisation	Trade Settlement	trade	trade monarchy	civilisation	monarchy civilisation	settlement trade civilisation	civilisation trade settlement monarchy


Year 4		Year 5		Year 6	
Anglo-Saxons and Vikings	Ancient Egypt	Ancient Greece	Ancient Maya	Local History	World War II
trade monarchy settlement	civilisation trade settlement monarchy	civilisation trade settlement monarchy	civilisation trade settlement monarchy	Settlement civilisation	Monarchy civilisation

## Disciplinary Concepts

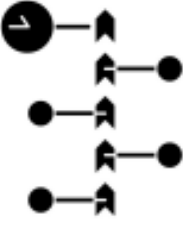
Disciplinary concepts are embedded within our curriculum and revisited progressively. Please see the **LHS History Progression** document to see what this looks like in each year group.

**Cause and Consequence** 

a relationship in history between an event or a decision (the cause) and the events that follow it (the consequences)

**Similarity and Difference** 

understanding of the complexity of people's lives, differing perspectives and relationships between different groups

**Chronology** 

events or dates in the order of their occurrence

**Evidence and Interpretation** 

use a range of sources to build up a picture of the past and consider their usefulness

**Change and Continuity** 

recognise things that may change or remain the same over time

**Historical Significance** 

a decision about what is important from our past

# A historian explores...

# How do we show progression within chronological understanding?

## EYFS – Seasonal Timeline

Within early years, chronology is introduced using the concept of seasonal changes and the impact of those on weather. EYFS also aims to introduce chronology by looking at ordering events and sequences within the child's every-day-life, such as brushing teeth before leaving for school.

## KS1 – Within and Beyond Living Memory Timeline

KS1 introduce the historical concept of chronology by comparing events in relation to time and understanding what happened first. Children are exposed to vocabulary such as 'within and beyond living memory'. Children also begin to order event-based sequences specific to the learning taking place. Understanding chronology is also supported in English lessons with story mapping events in a story.

## LKS2 – Timeline

Children begin to explore concepts on a timeline such as scale, interval, and duration. They begin to compare and contrast events based on their time in history and previous learning. Children begin to use specific chronological terms accurately to explain periods of history. Children are shown links between different periods of time studied and begin to discuss what was happening around the world at the same time. Children know that there is no year zero. Children begin to understand the terminology BC/BCE and BC/AD.

## UKS2 – Timeline

Children are able to place events in a coherent framework and explain, discuss and compare links between different time periods. Children compare concurrent timelines, looking at local, British and world history, considering the impact of these on civilisations at that time and on us now. Children understand and use the terminology BC/BCE and BC/AD.

## Revisit Opportunities

Previous learning is revisited using timelines, reminding children of previous time periods and the key events from within these. Timelines are then be used visually to make connections and explore current concepts within a new time period. There are opportunities at the end of each unit to revisit and consolidate their understanding and chronology based lessons appear throughout most topics in all year groups.

# What does learning in history look like?

## Our Aims

By the end of their history journey within school, we will have encouraged children to become passionate historians with a thirst for information relating to the past. The children will become engrossed in the rich narrative explored in each topic. Children will be capable of asking and answering historically valid questions. Children will be inquisitive when learning about the past and be aware of the processes it takes to be a historian. Children will be exposed to a variety of learning situations to promote independence and will be supported to make links to prior learning. Children will have gained a narrative of history that forms a chronologically coherent tale of the years in our past and how they impact our present.

## How is the curriculum designed?

Although Grammarsaurus forms the basis of our scheme of work, the curriculum has been designed with the children's ability to learn, engage with and remember taught information at its core. The curriculum covers a wide breadth of significant people, places, events and time periods which allows children to make contrasts and connections. To ensure learning is retained units such as Maya, Anglo-Saxons and Vikings and the Iron Age – Bronze Age will be studied over a longer period of time in school. The longer units allow more in depth and meaningful discussions and a higher level of overall understanding.

The expectation is that history is taught on a weekly basis with opportunities for enrichment activities interwoven. Teaching on a weekly basis allows for spaced practice and regular retrieval activities to ensure assessment throughout the unit is used to inform planning allowing all children to meet their potential.

Unit overview documents outline previous and future learning along with learning questions to guide teaching throughout the term. It is expected that all learning questions are taught throughout the unit and that key aspects within each lesson are maintained (vocabulary checks, stop and jot activities and quizzing). However, teachers are able to use their professional judgement and teach their content in a variety of ways. This could include themed trips, visitors, workshops and museums and enrichment days as some lessons may be closely linked and therefore able to form a combined narrative.

## What do our lessons look like?

Lessons highlight previous learning and the next step children will take in their journey. Each lesson introduces a 'skill' that the children need to become a historian in that lesson and specific vocabulary focused activities to support the learning of new terminology. Lessons allow for short, periodic mini quizzes or 'stop and jot' activities to ensure children are engaged in the learning and to highlight the need for further scaffolding.

To ensure all children achieve and are successful, adaptive teaching and varied levels of scaffolding and adult support are used. History is conveyed in a narrative which encourages children to make chronological connections and make contrasts whilst being immersed in the events, people and the places highlighted in the topic. Questioning and discussions take place throughout, challenging all children to become inquisitive historians capable of making their own interpretations. The focus at all times in lessons is the historical learning content rather than Literacy, although the history topic may sometimes be used as a context or prompt in English lessons where appropriate links are present.

## How is history recorded?

EYFS have discussions about the world, the people within it and how life has changed for them in their own lives. They complete activities during provision time based on these discussions. Daily routines and

the passage of time including the seasons also form part of EYFS daily provision that builds foundational knowledge ready for learning in Y1.

Year 1 use floor books and Year 2-6 use individual exercise books to record written interpretations and responses and to allow for revisiting learning from previous units. They also have discussions and are encouraged to verbalise their answers where appropriate. Some lessons may be recorded through photographs of activities or videos of drama/roleplay, allowing children to put themselves in that moment of history. The curriculum is designed to enable children to express their understanding of their learning without pressure to record. This in turn aims to reduce cognitive overload and instead, focus energy on retaining the knowledge and making connections.

### **Display**

KS1 and KS2 ensure they have a meaningful and accessible working wall, which is up to date with relevant vocabulary and key information to support learners. The working wall also displays a timeline to ensure chronology is a continual concept across all lessons. The display highlights the substantive concepts that are interwoven throughout our curriculum alongside the disciplinary concept being explored in that lesson.

### **Assessment Opportunities:**

- Recap quizzes throughout lessons – stop and jot, low stakes
- Vocabulary checks throughout lessons – current and previous terminology
- In class work, discussions and Q&A with teachers and support staff
- End of unit assessment quiz – use this to inform gaps for next term
- Include previously taught learning to encourage spaced retrieval opportunities
- Cumulative end of lesson quiz linked to each learning question, to inform planning and teaching