



History Policy

2025-2026

Rationale

History teaches children to understand how events in the past have influenced their lives and communities today; through History we can teach children to investigate these past events and, by so doing, develop the skills of enquiry, analysis and interpretation. The teaching of History can equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. A high-quality History education can inspire curiosity and fascination about the world

Intent

The aim of History teaching at Percy Main Primary is to stimulate the children's interest and understanding of the life of people who lived in the past. We teach children a sense of chronology in order for them to develop a sense of identity based on their historical heritage. This in turn gives children a sense of identity and cultural understanding based on their historical heritage. At Percy Main Primary, our teaching and learning prepares and primes our children for their future. History forms an integral part of this curriculum; facilitating comprehension, enquiry and analysis. Our aim is to help pupils gain a coherent knowledge and understanding of past civilizations, developing skills and knowledge to compare civilizations. Further to this, to develop analytical and critical thinking about how the past, current and future link together, and develop an understanding of the chronology of key historical events and civilizations near and far.

Aims:

The national curriculum for history aims to ensure that all pupils:

- 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 abstract 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 knowledge 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.

Implementation

Our History curriculum is well sequenced, rich in vocabulary and knowledge, ensuring children gain a deep understanding of historical methods, events and figures, as well as embedding key vocabulary and terminology (Tier 3 vocabulary). In addition, children are encouraged to develop their curiosity and understanding of the world as a whole. At Percy Main we use a variety of teaching and learning styles in history lessons. The principal aim is to develop the children's knowledge, skills and understanding in History.

Foundation Stage

History is taught from Rainbows through to Reception within the specific area of "Understanding the World". The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They begin to gain knowledge and understanding of the world through: Photographs/artefacts, listening to stories and memories of older people, role play activities, discussing events in the past and their own personal lives and sequencing events to gain a sense of time.

Key Stage 1

- Pupils are developing an awareness of the past, using common words and phrases relating to the passing of time.
- They know where the people and events they study fit within a chronological framework and can identify similarities and differences between ways of life in different periods.
- They use a wide vocabulary of everyday historical terms.
- They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils will be taught about:

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Key Stage 2

- Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Children regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They understand how our knowledge of the past is constructed from a range of sources.

- Teachers plan to ensure the progression described above through teaching the British, local and world history outlined below.
- Teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. They will understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- 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 to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

Additionally Resourced Provision

Children in the ARP will access a two year rolling curriculum to ensure all outcomes for their key stage are met within the two year cycle. In the academic year 2025/2026 outcomes from year two and four will be covered and following year outcomes from year one and three will be covered.

Spaced Retrieval Practice Approach

Our history curriculum is delivered through a series of modules which are deliberately spaced throughout the academic year with opportunities to introduce and revisit key concepts. This approach enables staff to deepen pupil understanding and embed learning. Our curriculum maps clearly show how our CUSP curriculum delivers (introduces and revisits) the National Curriculum expectations for history within and across year groups.

Long Term Sequence for History Year 1 to Year 6

History						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Changes within living memory	Changes within living memory	Lives of significant individuals	Lives of significant individuals	Lives of significant individuals	Lives of significant individuals
Year 2	Events beyond living memory	Events beyond living memory	Local History Study	Local History Study	Local History Study	Events beyond living memory
Year 3	Stone/ Bronze/ Iron Age	Stone/ Bronze/ Iron Age	Stone/ Bronze/ Iron Age	Romans	Romans	Romans
Year 4	Anglo Saxons	Anglo Saxons	Viking Invasion	Viking Invasion	Egyptians	Egyptians
Year 5	Ancient Greeks	Ancient Greeks	Ancient Greeks	Ancient Greeks	Maya Civilisation	Maya Civilisation
Year 6	Local History Study	Local History Study	Windrush Generation	Windrush Generation	Monarchs	Monarchs

History in the Early Years

At Percy Main we make full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the history of their locality. This is also supplemented by the choice in texts we use through our topics and planning, offering a broad and balanced curriculum. Through continuous provision and regular school trips we provide relevant and contextual learning based on the interests of the children's learning. We aim to ensure that all pupils have a knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past. We want them to talk about their experiences, ask perceptive questions, show interest, think critically, weigh evidence, and develop perspective and judgement. Begin 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. Through research, enquiry, play and group work, children become independent learners of history.

Understanding the world

Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Specific Area of Learning Understanding the World	Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1
	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> History Historian After Before New Old Now Past Present Time <p>Linked to communication and language pupils will:</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<ul style="list-style-type: none"> Know about personal history – birthdays, celebrations. Celebrating cultural diversity of children in the class. Traditional festivals and celebrations. Routines - Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Life cycles and growing plants to introduce change over time. 	<ul style="list-style-type: none"> Personal history: how they celebrate Christmas, new year, family celebrations such as birthdays – throughout the year. Learning about the family traditions of children in class from different cultural backgrounds. Remembrance Day. Black History week – Rosa Parks. Bonfire Night – Guy Fawkes. R.E themes taught through Discovery RE. Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers. London past and present – Link 'The Naughty Bus,' story. Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Child-led learning inspired from books – Tim Peake / Astronauts. 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally.
	People, Culture and Communities	<p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			
	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 				

History Implementation

Modular Approach – Knowledge

At Percy Main Primary School, History is taught across each year group in modules that enable pupils to study in depth historical periods, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key historical knowledge. Our teaching develops pupils' 'fingertip knowledge' of topics in order to support historical analysis and interpretation. Each module is revisited either later in the year or in the following year as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information.

National Curriculum objectives and how these links to prior learning are evident at the beginning of every module.



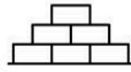
HISTORY

REVISIT ↻

changes within living memory 2

Year _____
_____Term

Previous learning



ELG 13

People and communities

Children talk about past and present events in their own lives and in the lives of family members.

ELG 14
The world

Children know about similarities and differences in relation to places, objects, materials and living things.

ELG 15
Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.



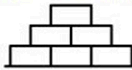
HISTORY

The Roman Empire and its impact on Britain

Year 3
Spring Term

Pupils should be taught about: **The Roman Empire and its impact on Britain**

Previous learning



Year 1

Within living memory
Significant individuals

Year 2

Beyond living memory
Significant events, local
and national

Year 2

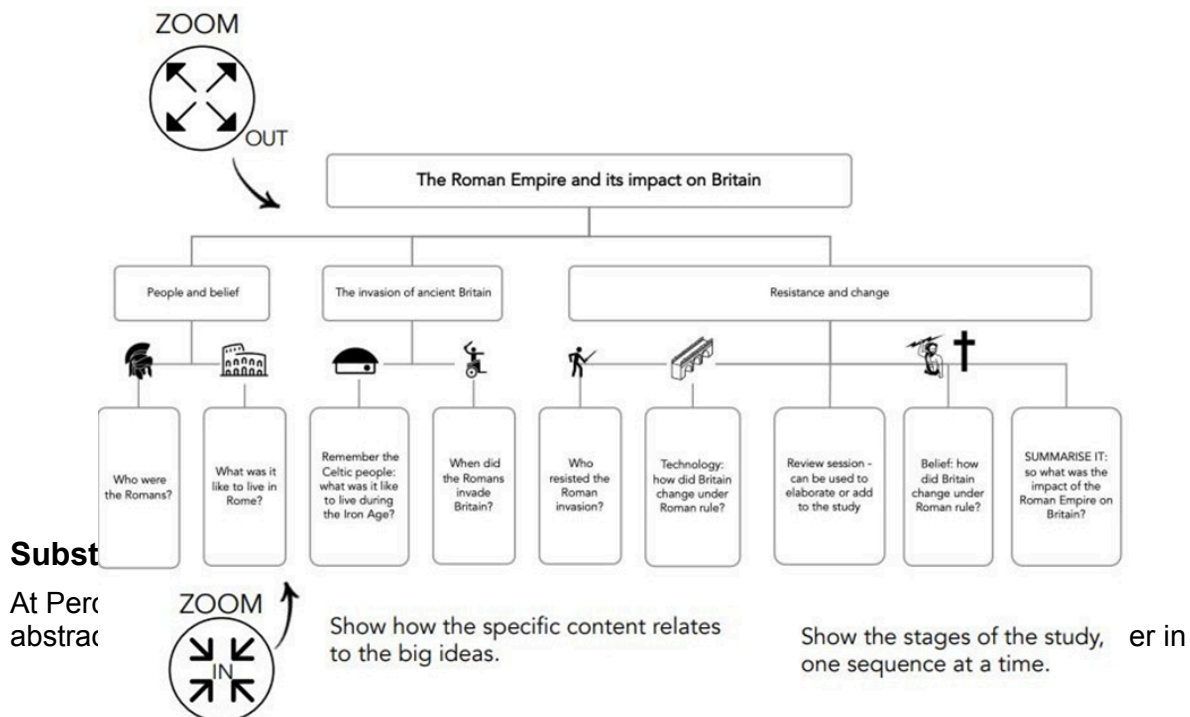
Significant events, local
and national

Year 3

Stone Age – Iron Age

The Big Ideas

At Percy Main we put an emphasis on sharing the big ideas with the children at the beginning of every module.



different contexts throughout the History education at Percy Main. Rooting these concepts into our different topics builds a deeper understanding of them.



Substantive Concepts





BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS					
Community	Knowledge	Invasion	Civilisation	Power	Democracy
This gives us a focus on a large group of people living in a place. This can be within a large area, such as the community of people during the Great Fire of London or the Windrush Generation. It can also be the evolving communities of the people in Palaeolithic, Mesolithic and Neolithic times. Community can also be the people affected in World Wars.	This gives a focus on the difference knowledge makes to people. The migration of people and their knowledge of technology, such as smelting bronze, led to a change in the way people lived their lives. Knowledge brings about change. This can be seen through the emergence of great civilisations, such as the Ancient Egyptians. It can also be the rise of knowledge and invention, such as the Maya or Ancient Greeks.	Taking over another country or region with an armed force. Hitler's iniquitous beliefs led him to invade Poland and France. Invasion is a substantive concept throughout history. It can mean a small-scale forceable take-over of a village or town, or in the larger scale of a city-state or country.	A large group of people who follow similar laws, religion and rules. Larger than a community. Great civilisations have cities, architecture, laws, culture and art. Ancient Egyptians, Greeks and Maya were great civilisations. They advanced their society through knowledge and power.	The power to advance technology, architecture and the arts. or the power over people and places. Power to build The Parthenon, great theatres and the Lighthouse at Alexandria. Power struggle: Athens vs Sparta or Anglo-Saxons and Vikings. Kings, queens and leaders used power to achieve their goals, such as Queen Victoria and her desire to rule an Empire. Alexander the Great unified power in Ancient Greece. War with the Persians.	A form of government voted for by the people. Democracy has many forms through time. In Ancient Greece, certain people in Athens could vote, but it wasn't a true democracy. Democracy hasn't always been equal. Democracy today is typically represented by a government who are voted for by the majority of people in that country. The opposite to democracy is dictatorship or tyrannical leadership.

Development of Disciplinary knowledge

As well as ensuring pupils are taught key knowledge, each module is designed to offer pupils the opportunity to develop their skills as a Historian by understanding chronology, undertaking historical enquiry, using historical evidence and sources and making rich connections in their learning.

At Percy Main Primary School, children are taught to think critically, use a wide variety of sources and information and connect their knowledge from all areas of the curriculum into their schema of knowledge.

Subject concepts (skills)

<p>The study of time – chronology</p>  <ul style="list-style-type: none"> place the period accurately on a timeline describe what the time period was like relate to previous or other known periods of time know about the difference between BC (BCE) and AD (CE) 	<p>Evidence and enquiry</p> <ul style="list-style-type: none"> know that evidence tells the story of an artefact or place use evidence to explain the past and place within the studied culture think critically with evidence look at cause and effect ask questions and use what you know to answer them 
<p>Connections</p>  <ul style="list-style-type: none"> know what was happening in Britain, Europe or world locations at the same time Compare and contrast the technological and cultural advances of people or a civilisation 	<p>Vocabulary</p> <ul style="list-style-type: none"> use tier 2 vocabulary to enrich historical language use tier 3 vocabulary to deepen explanation and understanding focus on contextual etymology, prefixes and idioms 

Development of Disciplinary knowledge


SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Structured and relevant enquiry that sets pupils on a historical quest. Each knowledge note has a learning question that gives the pupils the opportunity to attempt and apply their understanding of the substantive knowledge (what pupils KNOW) in a disciplinary way (what pupils DO). These cumulate towards a more expert understanding of the big idea.					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p>The science of time</p> <p>How events and significant people are placed in time.</p> <p>Chronological order means to place people or events in a sequence which represents the passing of time.</p> <p>Use time related words, such as before, during and after.</p> <p>BC = Before the birth of Christ. Also known as BCE = before the common era.</p> <p>AD = Anno Domini (the number of years after the death of Christ).</p> <p>Also known as CE = common era.</p> <p>There is no year 0, only 1 BC and AD 1.</p>	<p>The reason and result of the things that happened in history</p> <p>Causation is about why events occurred and situations happened.</p> <p>How ideas connect and interrelate.</p> <p>Grouping causes into categories, such as personal belief, military action, economic drivers or deliberate acts.</p> <p>Causation is best used to think historically when the narrative of the study is secure and the big ideas are coherent, such as significant people, places, events and time.</p> <p>Consequence is the result of the cause.</p>	<p>How key people, places and events changed or stayed the same over time</p> <p>How much really changed over and across time?</p> <p>What kind of change was occurring? Was it social, military, economic?</p> <p>Pace and process: how quickly did things change? Lee, P. (2005) recommends stopping pupils thinking of historical change like a volcano - instant and destructive.</p> <p>Continuity</p> <p>Latin: <i>continuitatem</i> = a connected series. What remained the same?</p> <p>What factors were the same? Trade? Ideas of race?</p>	<p>Similarity</p> <p>Compare similarities at the same time - what stayed the same and why?</p> <p>For example, you could compare Athens and Sparta at the same time.</p> <p>Difference</p> <p>Compare difference at the same time – what was different between people and places – why was that?</p> <p>For example, you could examine the beliefs of Nazi Germany and the allies.</p>	<p>How we know about the past</p> <p>A source presents a viewpoint, position angle or bias from the time it was created.</p> <p>Unwrapping a source tells pupils more about the attitudes, beliefs and culture of that time.</p> <p>Relics can be used and are sources</p> <p>objects, artefacts and architecture don't carry a conscious testimony (Adapted from Ashby, 2017).</p> <p>Primary sources</p> <p>original documents, images or artefacts that provide a first-hand testimony to help inform the related study.</p> <p>Secondary sources</p> <p>books and articles about a study that may not have been created at the time.</p>	<p>Why people, events and ideas are important in our studies</p> <p>The choice to study certain people and events because of their importance over time.</p> <p>Latin: <i>significare</i></p> <p>to make signs or point out.</p> <p>Significant people and events are chosen by others to tell a historical narrative.</p> <p>Why have they been chosen? What is significantly good or bad about these people and events?</p> <p>Also consider 'silences'</p> <p>(the not told history) as an opposite and equal to significance. (Trouillot and HA 181, 2020)</p> <p>What stories were not told or are now emerging, such as the Windrush generation.</p>

Development of Disciplinary knowledge – Year 3 example

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p>What other periods of time do pupils know about?</p> <p>How do these connect with the Romans?</p> <p>What was happening in Rome at the same time when Britons were in the Iron Age?</p> <p>Know and recall significant dates, such as AD 43 – Second Roman Invasion of Britain.</p> <p>Explain and use BC (BCE) and AD (CE) accurately in the context of the Iron Age and the Roman Empire.</p>	<p>What caused the Romans to invade Britain?</p> <p>What did the Romans do that led to significant change?</p> <p>Which significant people were involved in making change happen?</p> <p>What was the consequence of the actions the Romans took?</p> <p>Why didn't the Romans invade the northern regions of Britain?</p> <p>What caused the Romans to leave Britain?</p>	<p>How did Iron Age Britain change because of the Roman invasion?</p> <p>Why did things change?</p> <p>What stayed the same?</p> <p>What continuity did the Romans bring from their Empire? Why was technology important to the Romans?</p> <p>What technological advances did the Romans bring? Was this sustained?</p> <p>Were Britons prepared to defend their country after the Romans left?</p>	<p>What do you notice that was similar in Rome and Britain at that time?</p> <p>What do you notice that was different between Rome and Britain at that time?</p> <p>How were the Celts different to the Romans? How were their armies different?</p> <p>Why was that?</p>	<p>Why do we need to know about the past?</p> <p>What is historical evidence?</p> <p>How do we know about the Roman past in Britain?</p> <p>What evidence helps us to know about the past?</p> <p>Why is there more evidence of the Romans than of Iron Age Britons?</p>	<p>What events were significant in the period when the Romans invaded Britain?</p> <p>What people made significant decisions or took significant actions that affected Britain?</p> <p>What actions do you think were significantly good? Why was that?</p> <p>What actions do you think were significantly bad? Why was that?</p>

Disciplinary knowledge - Year 2 worked example

Year 2 CUSP History Disciplinary Knowledge Provision Map

 Historical enquiry						
	Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p>Events beyond living memory</p> <p>Great Fire of London</p>	<p>When was the <u>GFoL</u>?</p> <p>Chronology of the events of the fire</p>	<p>What caused the fire?</p>			<p>Eye witness diaries</p> <p>Newspapers</p> <p>Monument</p>	
<p>Significant historical events, people and places in our locality</p>	<p>Chronology of the Abbey?</p>		<p>Why did the name of Bury St Edmunds change?</p>			<p>Why was Edmund Significant?</p>

Retrieval

As part of each lesson, pupils are given the opportunity to revisit prior learning and retrieve their knowledge through the use of retrieval or quiz questions. The start of each lesson will include 2 or 3 questions relating to the previous lesson's learning to ensure the knowledge has 'stuck'. At the end of the lesson the children will answer 2 or 3 more questions based on that lesson. Again, these will then form the start of the next lesson. At the end of each module, the children will be given a range of questions and/or activities related to the learning throughout the module, encouraging them to draw on prior knowledge and retrieve

the information needed. This will be completed by children in their books. The results of these questions and/or activities are analysed by class teachers and subject lead so that gaps in learning can be recognised and addressed. This will then become an opportunity to revisit at a later date.

Cumulative Quizzing Model (Supporting Cognitive Load)

Sample of module sequence and cumulative quizzing overview

Suggested lesson	Learning question	Cumulative questions from quiz					
DESIRABLE 1.	Where is London? When was the Great Fire of London?	1 - 4					
ESSENTIAL 2.	How did the fire start? Why did the fire spread so quickly? <i>Study Sunday 2nd September 1666</i>		5 - 11				
ESSENTIAL 3.	Where did the fire spread to? <i>Study Monday 3rd and Tuesday 4th September 1666</i>			12 - 18			
ESSENTIAL 4.	Where did the fire spread to? <i>Study Wednesday 5th and Thursday 6th September 1666</i>						
ESSENTIAL 5.	How do we know about the Great Fire of London? <i>Study sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn.</i>					19 - 20	
DESIRABLE 6.	What effect did the fire have on London? <i>As a result of the fire, what changes were made to London?</i>						21 - 23

Year 2 Beyond Living Memory Example questions

11. Why did the fire spread so quickly?
(CHOOSE 3)

- ☐ A Winds blew the fire from house to house.
- ☐ B Old boxes were left out in the street.
- ☐ C Houses were made from dry wood.
- ☐ D Buildings very close together.
- ☐ E Lots of people left fire in their ovens.

12. The Mayor of London stayed to fight the fire.

- ☐ T True
- ☐ F False

13. What did people do to try and stop the fire?
(CHOOSE 3)







- ☐ A Called 999 to get firefighters to help.
- ☐ B Used fire hooks to pull down burning buildings.
- ☐ C Threw water from buckets on the the fire.
- ☐ D Made firebreaks by blowing up buildings.

Minimum lesson expectations

All history lessons will incorporate the following elements:

- Big picture and clear on where lesson fits in the unit
- Explicit teaching of historical vocabulary
- Revisiting of prior learning
- Use of historical skills: Chronology, enquiry and interpretation
- Explicit teaching of historical facts/events (see knowledge organisers and knowledge strips.)

- Evidence of learning in pupil's books

 Connect	 Explain	 Example	 Attempt	 Apply	 Challenge
<p>Make Connections with previous learning through questions, quizzes, two things, give one and get one routines.</p> <p>Position and frame substantive concepts in context of this learning using Big Ideas map.</p> <p>For example, the concept of LIGHT connects to the SCIENCE domain of PHYSICS and the importance of understanding that LIGHT is made of waves that help us communicate.</p>	<p>Focus the learning question to help pupils attend.</p> <p>Introduce essential vocabulary in the context of the lesson.</p> <p>Use vocabulary modules and scripts to introduce new words.</p> <p>Be efficient with words and clear with explanations.</p> <p>RECEPTIVE LANGUAGE DEVELOPMENT</p>	<p>Make worked examples really explicit.</p> <p>Use diagrams, images, videos, artefacts to help articulate the content.</p> <p>Reduce number of slides on interactive boards.</p> <p>Use My Turn boards to capture the core content by writing on flip chart paper and hanging it up.</p>	<p>USE WHAT YOU KNOW</p> <p>Pupils practically have a go at selecting and organising the content you have taught them.</p> <p>DELIBERATE PRACTICE</p> <p>Develop receptive and expressive language. This enables pupils to rehearse and make sense of the learning.</p> <p>FEEDBACK – a great opportunity to Diagnose, Intervene and Evaluate (Hattie) the learning taking place.</p>	<p>SHOW WHAT YOU KNOW</p> <p>Use teacher books to model page layout using double page spreads.</p> <p>Use CUSP Thinking Hard routines to help pupils explain and connect their learning.</p> <p>Use and apply vocabulary all the time. Make it unmissable and irresistible.</p> <p>Increase productivity through CUSP Hexagon pathways to explain content.</p>	<p>DEEPEN WHAT YOU KNOW</p> <p>Quizzes to increase the retrieval practice effect.</p> <p>Self-questions to develop richer knowledge of the content.</p> <p>Two things</p> <p>Blank hexagon pathways</p> <p>Open word paths</p> <p>Partial word paths</p> <p>Closed word paths</p>

Vocabulary

EYFS

At Percy Main, we want our children to have an expansive vocabulary and through teacher modelling and planning, children are given the opportunity to use and apply appropriate vocabulary. Historical language is taught and built upon with vocabulary being a focus. This is also encouraged through planning trips and having visitors in school.

Vocabulary Modules in Years 1 – 6

Vocabulary instruction is at the heart of the curriculum and subject specific words are incorporated in each module.

Vocabulary overview for a Year 4 Viking and Anglo Saxon struggle for Britain module, including Tier 2 and 3 language, etymology and morphology as well as idioms and colloquialisms.

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Vocabulary Essentials: Teacher Guide

Prior vocabulary knowledge

Words I should know	Roots, prefixes, suffixes and spelling rules
monarch, invasion, pagan, ransack, plunder, heir, exile, truce, descendant, martyr	-ed, arch, -le

Vocabulary for explicit instruction

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
repelled	forced back to stop an attack	heathen	a person who does not belong to a main religion
tapestry	a piece of cloth with a picture created by weaving or sewing	chronicle	a factual written account of historical events
confessor	someone who has born witness to their religious faith by their life	chieftain	the leader of a people or a clan
converted	changed to a new religion	fjord	a long, narrow, deep inlet of the sea between high cliffs
legend	a traditional story regarded as historical but not verified	manuscript	document written by hand
brutality	savage physical violence	ousted	driven out of a position or place

Etymology and morphology for explicit instruction

Prefix / Suffix / Root	Meaning	Examples
or	someone who	traitor, donor, creator
-ity	quality, state or degree	dignity, intensity, speciality
chron	time	chronology, chronological, synchronise
re	again, back	review, replay, rewrite
scrib	write, draw	scribble, scribe, describe

Relevant idioms and colloquialisms

it's a foolish sheep that makes the wolf his confessor	You should only confide in someone who is trustworthy.
where there are wolf ears, wolf's teeth are near	Don't ignore signs of danger and stay aware of your surroundings. Believed to originated from a Viking quote in the Volsunga Saga.

Explicit teaching of vocabulary

Vikings lived near the shore of rivers or **fjords**

A long and narrow deep inlet of sea between high cliffs



Dual coding is seen across the subject, as part of the knowledge organisers and strips, on a vocabulary slide during the lesson input and on working walls.

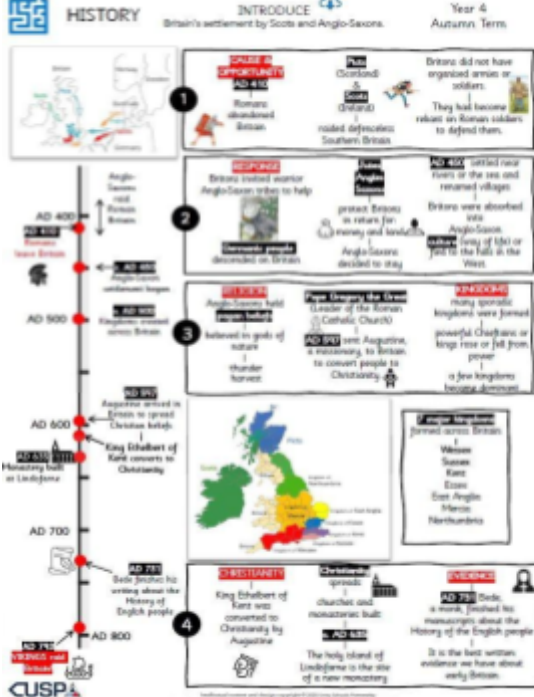
KEY KS1 and KS2 historical terms

AD	Change	Democracy	Hunter-gatherer	Metal-working	Parliament	Sacrifice
Agriculture	Church	Discovery	Immigrant	Migration	Past	Secondary evidence
Ancient civilisations	Christianity	Diversity	International	Missionary	Peasant	Settler
Archaeology	Chronology	Emigrant	Interpretation	Monarchy	Pope	Significance
Aristocracy	Colony	Emperor	Invasion	Monastery	Prehistory	Slave
Artefact	Conquest	Empire	Invention	Museum	Present	Stone Age
BC	Continuity	Execution	Iron Age	Myths and legends	Primary evidence	Torture
Bronze Age	Court	Explorer	Islam	Nation	Rebellion	Traitor
Calendar	Crusades	Global	King/Queen	Nomad	Republic	Treasure
Causation	Dark Ages	Gods / Goddesses	Local	Oral history	Revolt	Yesterday
Century	Decade	Heresy	Long ago			


Knowledge Organisers and Knowledge Notes

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge notes are the elaboration and detail which help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood. Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall.

Knowledge Organisers and Knowledge Notes are referenced throughout each module. In addition, pupils can access at home learning platforms that are used in school e.g. Curriculum Visions.



Year 4 Knowledge Organiser



Accompanying Year 4 Knowledge Note

Lesson planning is completed with the use of a suggested lesson sequence, in conjunction with teacher assessment and content from the Knowledge Organisers.

Each lesson is accompanied by a menu of Thinking History tasks. Choosing the tasks which are appropriate for the class ensures coverage of both Substantive concepts and Disciplinary knowledge.

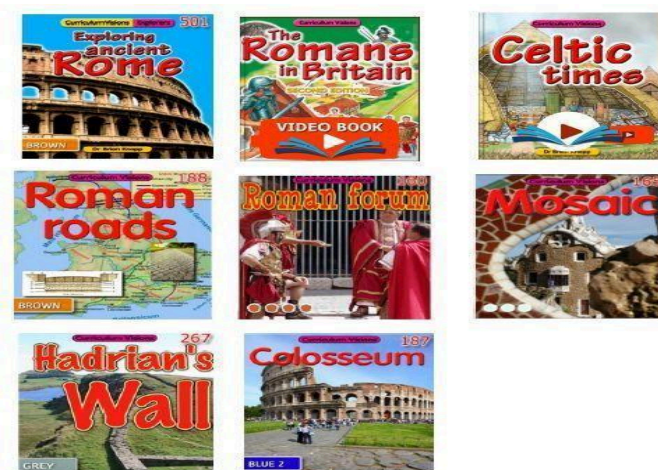
Year 6: Battle of Britain											
Q1 Why did Britain declare war on Germany in 1939?											
Justifying	Presenting										
One country declaring war on another can NEVER be justified.	One country declaring war on another can SOMETIMES be justified.										
Prepare and present an argument to support one of these statements. Do you think Britain's decision to declare war on Germany was justified?											
Identifying	Connecting										
Find out what each of these images represents. Which image is the odd one out? Justify your choice.											
											
											
Identify a image you would add to this group and explain your choice.											
Ranking											
Poland was invaded by Germany and defeated in just 35 days. Rank these facts according to how significant you think they were in contributing to such a swift defeat.											
<table border="1"> <tr><td>Poland has a relatively flat terrain.</td></tr> <tr><td>Poland's weaponry was old and outdated.</td></tr> <tr><td>Hitler had planned the attack for months.</td></tr> <tr><td>Germany cut off food and water supplies to Polish civilians.</td></tr> <tr><td>Poland's allies, Britain and France, were far away.</td></tr> <tr><td>Germany's army had modern weaponry and equipment.</td></tr> </table>		Poland has a relatively flat terrain.	Poland's weaponry was old and outdated.	Hitler had planned the attack for months.	Germany cut off food and water supplies to Polish civilians.	Poland's allies, Britain and France, were far away.	Germany's army had modern weaponry and equipment.				
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Germany's army had modern weaponry and equipment.											
Give reasons for your ranking.											
Sorting											
Adolf Hitler was a dictator. Sort these words according to whether they are associated with dictatorships or democracies.											
<table border="1"> <tr><td>equality</td><td>election</td></tr> <tr><td>freedom</td><td>repression</td></tr> <tr><td>restriction</td><td>power</td></tr> <tr><td>rule</td><td>persecution</td></tr> <tr><td>leader</td><td>laws</td></tr> </table>	equality	election	freedom	repression	restriction	power	rule	persecution	leader	laws	
equality	election										
freedom	repression										
restriction	power										
rule	persecution										
leader	laws										
Do any words belong in both sets?											

Tailoring for SEND

At Percy Main we aim for all history lessons and learning questions to be accessible to all pupils. Pre-teaching of vocabulary provides all children with the opportunity to demonstrate an understanding of subject specific language. The use of dual coded Knowledge Notes and Organisers provide visuals to aid understanding and recall. In addition, knowledge notes can be edited to minimise cognitive overload, so children can use and apply their knowledge more easily. Sentence stems can be used where necessary to aid with written evidence.

Reading

Our History curriculum is supported by a wealth of high quality texts which support pupil's learning and develop their skills in accessing information from a range of sources. Unity Schools Partnership are working closely with, 'Curriculum Visions,' to ensure that subject content has materials that can be accessed by pupils both in school and at home. Here are some examples of recommended books which link to topics taught.



During each of our History topics we source relevant books from our local library service to support learning and add to classroom reading areas.

Oracy - Voice 21

As a Voice 21 school we intend to provide our pupils with a high quality oracy education. This is 'the ability to articulate ideas, develop understanding and engage with others through spoken language.' Oracy is both learning to and through talk. It is through talk that pupils have the opportunity to develop and share their understanding, through interactions with both teachers and peers. However, to do this effectively, pupils must also be taught to talk effectively, ensuring they have the necessary skills and understanding to engage in talk for learning.

Through the use of Talk Tasks and purposeful planning of key questions at Percy Main we expect the pupils to talk as a Historian.

Writing

Pupils are expected to write across all areas of the curriculum with teachers modelling how to write purposefully in each subject. All writing should feature History objectives rather than English objectives.

History in the Early Years

Talking like a historian – Reception
are discussing changes . Stem
sentence " The leaves have
changed because..." "They are...."

Talking like a historian - Reception
are discussing which fruits are
similar or different , stem sentence
" They are similar because/
different because..."

Immersive Experiences/Trips

Year 2 trip to Newcastle Castle and the Quayside (the site of the Great Fire of Newcastle and Gateshead).

Year 4 trip to Beamish – The Living Museum of the North

Continuous Professional Development

All staff have undergone CPD in Rosenshine Retrieval Practice and planning the wider curriculum through the use of Knowledge Notes. This has supported the development of the wider curriculum.

In addition to this, staff have accessed planning sessions with Alex Bedford (author of CUSP) to support them in effectively planning sequences of work using the materials provided within the modules.

How do we measure the impact of history teaching?

Cumulative assessment activities.

Class teachers use continuous assessment through retrieval questions, sequenced quizzing and planned activities to give pupils the opportunity to share their knowledge and demonstrate retention of information across a module of learning. One assessment method involves organising pupils into small groups to discuss teacher led questions. Pupils are encouraged to refer to their own learning in books, to answer questions on topics taught, and build on the answers given by others. This can give class teachers and subject lead opportunities to assess how much pupils have gained and retained across the module taught.

History work is regularly assessed through teacher's live marking and with regular verbal feedback on pupils' successes and development areas within and across modules. Teachers also use results of quizzes and planned assessment activities to adapt learning and close gaps.

The Subject Leader and SLT Team also use learning walks and pupil book studies as effective monitoring techniques.

Pupil Book Study

At Percy Main we measure the impact of our curriculum through Pupil Book Study. It improves pupil outcomes by providing the subject leader with a toolkit that aids monitoring and evaluating the curriculum.

Closed book and purposeful questioning allows pupils to talk about what they have learnt; prompts such as images and vocabulary are used to scaffold the discussion.

Open books then allow for the subject lead to assess the recall of the pupils with what has been taught.

Examples of a Sequence of Learning

Year 1 Changes within living memory – Our Community

History in Year 1 – Pupils' responses to questions about their community and changes over time are recorded in a floor book in the Autumn and Spring Terms.

Year 1 – Lives of significant individuals

In the Summer Term, Year 1 pupils start to use their own books to record their responses. Here we can see pupils attempting to summarise and order the achievements of Neil Armstrong, Mae Jemison and Bernard Harris Jr, deciding which they think is the most important to least important. Following on from this, pupils apply their knowledge by recording their response to a more open ended question which requires reflection on a person's character. A retrieval activity is also evidence showing the reflective structure of learning within History lessons.

Sequence of Learning

Year 6 – Local History Study

Year 6 – Windrush Generation

Placing pictures in chronological order and giving reasons for choices made. Going on to form opinions based on prior and new learning, justifying views and applying new knowledge.

Use of knowledge organisers and flick back activity to show why people might migrate from the Caribbean to Britain in 1948. Evidence of key vocabulary used.

Transferring knowledge about WW2 to the local area, and its impact on the life of those that lived there at the time. Use of connect, attempt and apply structure evident, and extended written answers to demonstrate understanding.

Challenge activity to extend learning and consolidate knowledge and understanding.