

History Flow Chart



Stem Sentences

- I can see _____
- I think _____ because _____.
- I wonder _____
- How / Why / Where / What if _____
- To find out _____, we could _____.
- I was feeling _____, so I helped myself / my friend out by _____
- I found out that _____.
- I surprised when I learned that _____ because _____.
- I noticed that _____ when I _____.
- I used to think that _____ but now I understand that _____.
- The similarities between _____ and _____ are that _____.
- I can conclude that _____ because _____.
- I liked how _____ did this because _____.

Display an object/picture/artefact/event/trips/ video as a starter.

Consider real life questions/problems/dilemmas/ how people live(d) or a question that Humanities leaders in the past have had to answer and overcome.

What other questions do the children have? What would they like to find out?

Knowledge organisers are looked at and referred to at the beginning of each lesson.

Key History questions are answered through a series of practical explorations and research. New knowledge is taught. Skills are discussed.

Kagan structures support cooperative discovery and discussion e.g jigsaw

Key History vocabulary is highlighted and displayed as it arises for the children to use.

Metacognitive strategies support children's learning of new concepts.

Children record their learning in a variety of ways including: posters, booklets, videos, news reports, artwork and presentations.

Seesaw can be used to capture children's discoveries and reflections.

A final piece of work for every unit shows enquiry skills and a culminative display of what learning has taken place.

Wider school life: Awe and wonder is created through the use of visits and visitors, 'stunning starts' and 'fantastic finishes' for each subject, and also through use of 'inspiration people' assemblies and celebrating events such as Black History Month. Collective worship often incorporates elements of world history to help children place events in context. Use of the whole school timeline.

What will history look like in the classroom?

- There may be a display with a timeline during a unit. There will be a knowledge organiser for children to refer to in place of these things if they are not present.
Children will visit the local area to learn from their community.
- Children may be visited by experts.
- Children will take part in off-site learning experiences to enhance their learning.
- Children talk about their learning and reflect upon it within their books.

How will history be assessed?

- > Assess the unit at the end and record names on the assessment grid (of those not achieving the expected standard only)
- > Make notes of what has been taught, anything missed, any misconceptions.
- > Every history unit will culminate in an enquiry. Children will ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement to present what they have learned and understood about the complexities of society and how they have impacted the past. This will assess disciplinary and procedural knowledge.
- > A low stakes quiz from Rising Stars / tailor made should also be used to assess substantive knowledge.
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Where is history resourced?

- > History is resourced on Rising Stars / Boost.
- > The progression maps and LTPs have already been linked to the Rising Stars resources but these must be consistent and cross referenced.
- > Teachers will enhance / adapt the Rising Stars content to suit the needs of the children.
- > Medium Term plans will be achievable and focus on small goals, which are revisited throughout a unit.