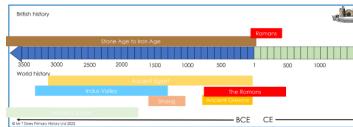


# History



**Historians** use things that have been left behind to understand what life might have been like in the past. They use different sources to help understand people, places and significant events throughout time.



## The golden threads of history are:

- Hierarchy and Power
- Conflict and Disaster
- Exploration and Invention
- Community and Culture



Alongside the substantive knowledge within these themes sits the disciplinary knowledge of history:

- Change and Continuity
- Similarity and Difference
- Cause and Consequence
- Evidence and Interpretation
- Significance

## In History we ...

- use **timelines** to support our understanding of Chronology
- Throughout our time at Ashley we learn to use **LACE** to Look, Analyse, Conclude and Explain when looking at historical sources
- Make comparisons to consider change and continuity
- Use **knowledge organisers** to prompt us to remember the key facts, learn historical vocabulary and identify points in time.



## Experiences every child should have:

- Meet and talk to people who can share their past experiences.
- Have opportunities to handle historical artefacts from local museums.
- Experience what life was like in the more distant past through enrichments like; trips, themed days, visits and visitor workshops.
- Opportunities to share and celebrate their learning with parents/carers and peers through 'Great Works' and VIP parent/carer drop ins.



**Historians** work as curators or exhibition officers in museums, teachers, heritage manager at places like the National Trust, librarian, teacher, journalist and archaeologist.

# History



## Learning intentions

Within each learning enquiry the children develop their understanding of at least one of the golden threads of history.

- Empire
- Military
- Settlement
- Migration
- Heritage and Locality

These golden threads define the **substantive knowledge** that children learn.

Each lesson supports the development of one aspect of **disciplinary knowledge**.

- Change and continuity
- Cause and consequence
- Similarity and difference
- Evidence and interpretation
- Significance



## The Learning Cycle for History

### Preteach

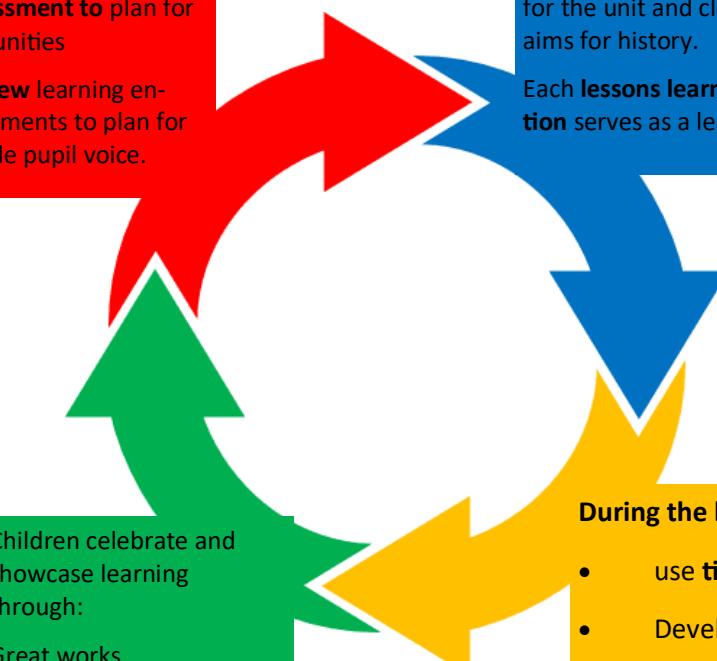
Share half termly learning enquiry focus with parents and children through the knowledge organiser and information sent home.

**Analysis of assessment to plan for learning opportunities**

**Reflect and review** learning enquiry and enrichments to plan for next year. Include pupil voice.

**Introduction of the unit learning enquiry overarching question** supported by the 'Time Box' activity which serves an assessment driver for the unit and clearly links to the aims for history.

Each **lessons learning enquiry question** serves as a learning intention



### During the learning enquiry children will:

- use **timelines** to support our understanding of Chronology
- Develop their understanding of navigating historical sources using **LACE** to Look, Ask, Conclude and Explain when looking at historical sources
- Make comparisons to consider change and continuity
- Use **knowledge organisers** to prompt us to remember the key facts, learn historical vocabulary and identify points in time.
- Use a **wonder wall** to pose questions

During each learning cycle are the experiences every child should have:

- If possible meet and talk to people who can share their past experiences.
- Have opportunities to handle historical artefacts from local museums or during a workshop.
- Take part in an enrichment activity to experience what life was like in the more distant past. Go on a trip, take part in a themed day, go on a visit or attend a workshops run by an external company.
- Share and celebrate their learning with parents/carers and peers through 'Great Works' and a termly 'VIP parent/carer drop in'.