

# What History looks like at Mary Mags

At the core, we focus on quality teaching and learning opportunities for all children.

**Curriculum drivers.**  
These shape, personalise and underpin our curriculum.

**Threshold concepts**  
The big ideas which children will explore and return to throughout topics and throughout the whole of their time at school.

- To build an overview of world history.
- To understand chronology.
- To communicate historically.

**Milestones and National Curriculum Aims**  
The goals children are aiming for to show they are meeting expectations of the curriculum.

**Settlements** **Beliefs**

**Artefacts** **Main events**

**Conflict**

**Knowledge categories**  
Providing children with the knowledge they need to understand concepts. Making connections between learned and new knowledge. Repeated opportunities to practise, revisit and apply to different contexts.

**Vocabulary**  
To articulate understanding of subject content.

**Retrieval practice and opportunities.**  
Strategies to embed and deepen knowledge. A variety of activity types.

**Depth and progression documents**  
Differentiation and depth of understanding.

**Sequenced lessons**  
History interleaved into planning each week – 1 hour history lesson each week (every two weeks KSI). Opportunities to acquire knowledge before applying through investigation and meaningful learning.

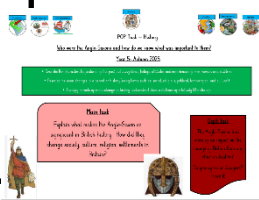
**Experiences**  
Providing children with the cultural capital they need to succeed in life.

**Recognising individual learning styles**  
Providing opportunities for children to take ownership, present their own lines of enquiry.

**Resources to support teaching and learning**

Knowledge organisers  
Chris Quigley  
Rising Stars  
Focus Education  
Plan Bee  
Collins Connected Geography  
Grammarsaurus

**POP Tasks**  
(Proof of Progress Tasks)  
Securing progress and providing children with opportunities to apply what they have learnt.



**Drivers**

Possibilities  
Achievements

The Ancient Greeks

Milestone indicators	Emerging	Developing	Secure	Exceeding
<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Use text books and historical knowledge.</li> <li>Select and record information relevant to the study.</li> <li>Observe small details- artefacts, pictures. Look at different representations of the period- museum, cartoons etc.</li> <li>List some Greek myths and legends.</li> </ul>	<ul style="list-style-type: none"> <li>Offer some reasons for different versions of events.</li> <li>Suggest some evidence to support responses to questions.</li> <li>Begin to evaluate the usefulness of different sources.</li> <li>Use evidence to build up a picture of a past event.</li> <li>Choose relevant materials to present a picture of one aspect of life in a time past.</li> <li>Refer to primary and secondary sources in writing.</li> <li>Compare accounts of events from different sources fact or fiction.</li> <li>Be aware that people both now and in the past represent events or ideas in a way that persuades others.</li> <li>What does an architect do?</li> <li>Know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and draw conclusions. Be aware that different evidence will lead to different conclusions.</li> <li>Present evidence, using multiple sources to support statements- confident use of wide range of sources of information.</li> <li>Recognise primary and secondary sources.</li> <li>Bring knowledge gathered from several sources together in a fluent account.</li> <li>Use a range of historical sources to find out about an aspect of time past and to compare and contrast the aspect with other periods of the same time.</li> <li>Suggest omissions and the means of finding out.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate ways of checking the accuracy of interpretations- fact, fiction and opinion.</li> <li>Formulate testable hypothesis in your analysis. Some examples are:                             <ul style="list-style-type: none"> <li>Do you agree?</li> <li>Do you agree? The Trojan War was a myth not a historical event.</li> <li>Are ... and ... reliable sources of evidence?</li> </ul> </li> </ul>

