



History at Queen Eleanor

History skills



(Classification and retention)

Chronology – order of periods, scale of time and simultaneous spans of time

Significance – major events/people and how those events affected decisions people made. These people and events have created a shared heritage.

Cause and consequence – long term (push/pull factors), short term, trigger events; short term and long term consequences

Continuity and change – analyse historical trends by finding similarities and differences through themes in history. Cultural adaptation and evolution demonstrated by: tolerance, peace and conflict; worldviews and beliefs, social structures and daily life (religion, gender, class, ethnicity); trade and migrations; government and power

Analysis of primary and secondary sources – E-LACE, explaining why sources was created and what it tells us about mind of those who created it (...gives us information about...is useful because...the fact that it was created tell us....)

Challenge stereotypes about peoples' roles in society

Working like an historian (Retention and application)



Interpret modern world, such as buildings, with an historian's gaze

Analyse arguments through the eyes of past lives, not current values

Conclusions supported with historical evidence rather than speculation

Sources treated as artefacts of the past (they were created for a reason) rather than as true/untrue accounts, and evidence is synthesised to reach a reasonable conclusion

Use conditional language to show that conclusions may change based on new evidence

Sequencing content



(Retention and connections)

Objective overviews provide subject knowledge and purpose

Learning journeys sequence cross-subject learning

Significance introduced as who → did what → where → when → how → why. (colourful semantics)

Developmentally appropriate - works with children's comprehension of time

Content selected to highlight how chronology underlies historical patterns

Location knowledge aligned with geographical knowledge

Success for all



Learning with the brain in mind

Oracy – explicit teaching of historical terminology and academic vocabulary

Literacy - reading non-fiction and historical fiction.
Reading Skills texts aligned with historical content

Diagrams, writing frames and sentence structures to scaffold arguments

Pre-learning – prepare vocabulary and associated mental images

Assessment and progress



Retention - diagnostic and summative assessment

Retention - lessons begin with recall quiz

Retention - summative quizzes

Application - maths strand to connect number sense with chronology

Application - writing pieces aligned with English curriculum to apply genres

Application and connections - enrichment time to keep prior knowledge fresh