



AT Meir Heath



What a lesson looks like...

WALT- Learning intentions and topic

'When I grow up'

Retrieval grid- 'sticky knowledge'

Second order Historical Concepts- putting history into a deeper context

Topic Timeline- where does this fit into history?

Key Vocabulary- specific to lesson

Teacher led main teach

Independent Activities

Exit Question- Assessment of learning- individual voicenotes

Chronology

- Grace Darling
- Titanic
- Benin

Significance

- Great Fire
- Romans
- Beyond Face Value

Evidence

- Romans
- Stone Age
- Beyond face value

History beyond MHA

- Builds a sense or present as well as past
- National significance of events (Remembrance Day)
- Sequence and chronology skills

History in EYFS

- Family history
- Seaside holidays
- Bonfire night

CPD

- CORE 5 Termly history Trust CPD
- Historical Association Subscription
- Peer to Peer Review



Assessment

Summative Assessment -

Termly assessment tasks - taken from Key Stage History Foundation Assessment on Arbor

Formative Assessment -

Questioning

Clear learning goals

Voicenotes 'hear the thinking'

Cross-curricular learning

IT

(reflecting on sources as truth)

English

Creating factfiles, ordering and sequencing ideas, written/oral presentations

Geography (location of historical events, local area studies)

Maths (timelines, Roman numeral, time periods)

Keystage history 1 2 3 4



Challenging pupils

- Analysing statistical information (Y3, Y5)
- Looking at conflicting ideas
- Developing own presentations

Cultural Capital

- History off the Page Y2 and Y3
- Trips (Blist Hill, Chester)
- 'When I grow up'
- British culture taught through history topics