



History

at Ditton Lodge



Intent



Intent



At Ditton Lodge, our vision statement is 'Together we succeed as lifelong learners'.

This is carried throughout every area of the curriculum including History.

We know the value of being able to LEARN (Listen, Enjoy & take risks, Aim high & achieve, Respect and Never give up).

These school values will be demonstrated by students within each lesson.

Students will gain an understanding of history through time and the achievements of different civilisations. Children will develop their awareness of the chronology of events and consider what is within and beyond living memory.



History



Children at Ditton Lodge are taught about historical events and changes locally, nationally and globally. They are encouraged to consider the impact of achievements and developments in different cultures and how these impact on their lives. Changes they can remember, changes within wider living memory and how we know what happened beyond this are covered through children's time at Ditton Lodge.

Learning sequences are designed to build on prior knowledge to develop a thorough understanding of what happened in specific eras. Curiosity, the ability to voice ideas, opinions and questions, and enthusiasm for learning about the past are all promoted through carefully planned sequences of lessons.

Tasks are designed for children to learn, explore, then demonstrate the knowledge acquired in each lesson.



History



Why is History important?

If children are able to see their place in history, they are far more likely to actively engage in learning about it and see how the past has influenced the present. They can begin to evaluate events and decisions of the past and play an active part in creating the future.

Children take pride in the rich local history of Newmarket, which encourages a greater feeling of community and demonstration of British values. Invaluable life skills can be learned through the study of history: understanding the contrasting points of view of groups of people, how the same event can be interpreted differently and how to sort and evaluate evidence.



History

National Curriculum aims: page 1 of 2



The aims of the Syllabus are that students:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

continued



History



National Curriculum aims: page 2 of 2

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

(The National Curriculum, Updated 6 May 2015)



Cross Curricular Links



History provides opportunities for pupils to develop the key skills of:

English: opportunities for discussion, orally rehearsing responses to the lesson's learning question, and recording knowledge through the use of bullet points, labelling, and longer pieces of writing in different genres. The subject also builds on students' vocabulary with key words being learned and used in all lessons.

Maths: students will encounter dates, frequencies, statistics and work out how long ago events happened and the duration of eras.

Design and technology and Art: the sequence of the foundation curriculum is designed so children can build upon learning in a range of disciplines. Year 3, for example, learned about the Romans in history then using construction skills to build castles based on Colchester castle; and the stone age, then stone age art.

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History Builds on Iron Age
Introduce Rome and the Impact on Britain – Roman Empire and invasion.
History Introduce Celt / Roman resistance and battle lines
History Introduce Romanisation of Britain and decline of Roman Empire.
Design and Technology Builds on Y2 construction
Introduce construction (Colchester castle) Kapow Y3



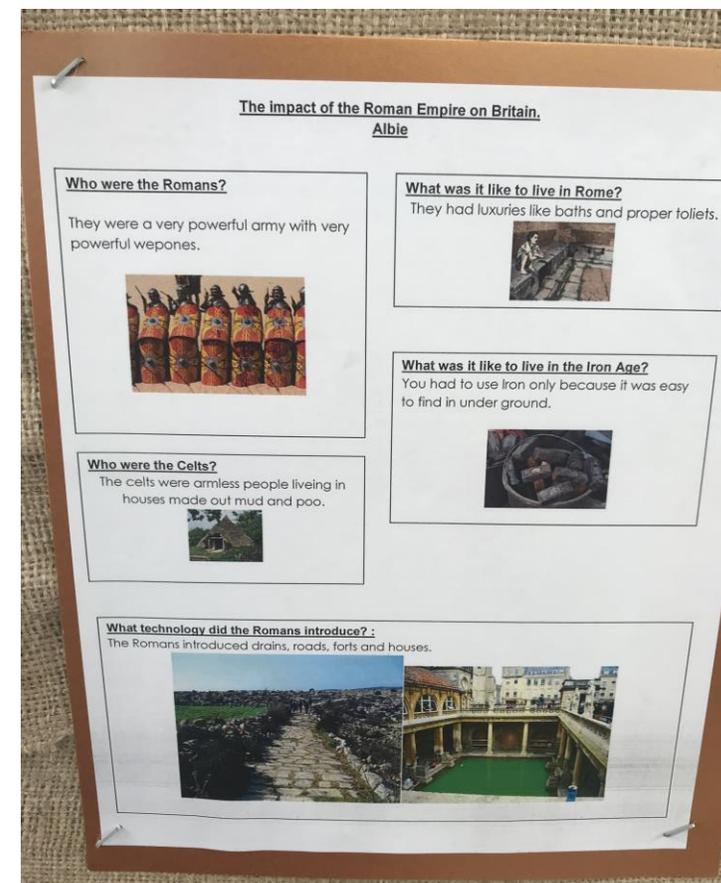
Cross Curricular Links- continued



Geography: maps and map reading skills are used to know where historical events happened. Children are taught that the names of countries and regions have changed over time.

Computing: through using the internet and media selectively, reading about and building on knowledge. Children apply computing skills to historical knowledge, for example a summary of the achievements of the Romans in Year 3.

Links to specific websites and reading material are added to Google Classroom for children and their families to access at home.





Provision for children with SEN

Lessons are adapted to ensure that all students are supported so they can access the lessons.

There are more challenging aspects of lessons to stretch higher-attaining students, but delivery will vary for those needing more help to achieve the same outcome.

As a result of book monitoring and learning conversations, we are bringing in editable knowledge strips to tailor these for children with specific needs.



History in EYFS

In Reception there are topics lasting two weeks such as ‘Those Nearest and Dearest’. Within these, the early years framework is used to encourage children to think about what they can remember within their own lives. Children look at pictures, learn well-known and traditional nursery rhymes and participate in role play based on stories they have heard, all of which facilitate a range of Early Learning Goals.

Chronological vocabulary such as ‘today/tomorrow/yesterday’ is incorporated into classroom routines.

Teachers in Key Stage 1 draw upon previous coverage of the Early Learning Goals and build on this.



INTRODUCE  Year 1
Study changes within living memory Autumn Term

Previous learning



ELG 13
People and communities
Children talk about past and present events in their own lives and in the lives of family members.

ELG 14
The world
Children know about similarities and differences in relation to places, objects, materials and living things.

ELG 15
Technology
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Subject concepts (skills)

Chronology

- Use timelines to order events
- Create timelines to show different periods of time.
- Know about changes within their living memory and the past.
- Recall and associate dates and periods of time.



Use evidence to explain the past

- Ask relevant questions about the period of time studied.
- Describe what they notice about the study.
- Know about and explain how artefacts, and other sources of evidence (such as newspaper articles, images and recounts) help to explain what life was like.



Connect history through time

- Describe events through time and make connections to the past.
- Compare and contrast the ideas, beliefs and the way people lived through time.



History in KS1



Year 1:

Changes within living memory

Where appropriate, these should be used to reveal aspects of change in national life

This Autumn term study focuses on chronology within living memory to develop a sense of change over time.

Study the lives of significant individuals

the lives of significant individuals in the past who have contributed to national and international achievements.

The Year 1 Spring Term study focuses on Mary Anning and David Attenborough.

The Year 1 Summer Term focuses on Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake.



History in KS1



Year 2:

Changes beyond living memory: The Great Fire of London

This event happened a long time ago – over 350 years. The chronology focuses on the events over a few terrible days rather than a depth study into the period of time.

Historical events, people and places in their own locality

This Year 2 Summer Term study focuses on the local area, significant people and places in Newmarket



History in LKS2



Year 3:

Study changes in Britain from the Stone Age to the Iron Age

A focus on evidence – artefacts, burials, monuments and places

Palaeolithic, Mesolithic and Neolithic periods

Bronze Age religion, technology and travel, for example, Stonehenge

Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain

This study recaps previous learning and uses this to see the difference that the Romanisation of Britain made



History in LKS2



Year 4:

The struggle for the Kingdom of England

Britain's settlement by Anglo-Saxons, Scots and Vikings, up to 1066

Study the achievements of the earliest civilisations – Ancient Egypt

An overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China



History in UKS2



Year 5:

Study a non European society that provides contrasts with British history:

Maya civilisation c. AD 900

a study of life and achievements in the Maya civilisation
and the similarities and differences of this and British history

Study the Ancient Greeks

a study of Greek life and achievements
and their influence on the western world



History in UKS2



Year 6:

Study the Windrush Generation

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

A study about:

The Caribbean

The part Caribbean men and women played in World War 2.

The Windrush pioneers; their struggles and successes.

Study five monarchs to extend pupils' chronological knowledge from 1066

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.





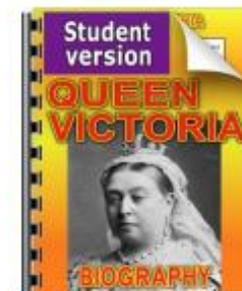
Links to Learning at home



Weblinks are provided for further exploration at home, and opportunities are provided to allow children to choose how to demonstrate learning, for example this wonderful painting of the Great Fire of London created during lockdown by a child in Year 2.



All History modules are underpinned by high quality texts which support wider curriculum reading. Unity Schools Partnership are working closely with Curriculum Visions to ensure our subject content has supporting materials which can be accessed by pupils in school and at home.



Implementation



History

Implementation





Sequences of Learning over a Year

History is taught for one week in every 3 as part of a rolling cycle throughout the year: history, geography then alternating computing and music.

This enables children to build on prior knowledge and make connections more easily through in-depth learning over a 6-week cycle that repeats twice a term.

	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	
Yr 1	Geog	Art	Hist	Art	Music	Art	Geog	DT	Hist	DT	Comp	DT
Yr 2	Hist	Art	Music	Art	Geog	Art	Hist	DT	Comp	DT	Geog	DT
Yr 3	Music	Art	Geog	Art	Hist	Art	Comp	DT	Geog	DT	Hist	DT
Yr 4	Geog	Art	Hist	Art	Comp	Art	Geog	DT	Hist	DT	Music	DT
Yr 5	Hist	Art	Comp	Art	Geog	Art	Hist	DT	Music	DT	Geog	DT
Yr 6	Comp	Art	Geog	Art	Hist	Art	Music	DT	Geog	DT	Hist	DT

Implementation





CUSP Units of work (Curriculum with Unity Schools Partnership)



The main purpose of the documents produced by the Unity Schools Partnership is to increase consistency and ensure excellent practice throughout the school. CUSP provides a coherent sequence of lessons supported by a cumulative quiz questions to direct retrieval practice over time. Carefully chosen images, maps and vocabulary units are provided along with historical topics studied in previous and subsequent classes.

Ditton Lodge's curriculum subject coverage is planned sequentially and with a clear rationale for making connections with prior learning: selecting, organising and integrating new knowledge with prior learning. Our knowledge and vocabulary-rich learning modules are positioned to support and enhance learning so that pupils both retrieve and transfer knowledge.

Teaching of history



It is the gleaning of information through responsive teaching and a range of well-chosen pedagogical practice that informs the next steps, such as:

- Deliberate practice and rephrasing of taught content - Think aloud and the use of My Turn, Your Turn
- Cumulative quizzing within the learning sequence.
- Retrieval practice, including just two things (self-testing).
- Asking relevant questions that engage all pupils, not just a few using techniques that allow everyone to participate, such as show what you know or think-pair-share
- Vocabulary use and application: pupils practise and define words. Words are used, connected and deconstructed for meaning within the learning sequence.
- Summarising and explaining the learning question from the sequence.





Vocabulary



Children are taught to correctly use high-level tier 2 vocabulary and subject-specific tier 3 vocabulary. They hear and practise using new vocabulary verbally and apply it in written work. The use of specific vocabulary is built in to lesson plans, with an expectation that children use it when demonstrating their understanding.

Children are encouraged to look at the etymology and morphology of words and know how this can help them understand meanings. As further challenges when appropriate, idioms and colloquialisms linking to the vocabulary or era are taught.



Vocabulary- acquisition



Y4 The achievements of the earliest civilisations -
Egypt study

Vocabulary Essentials: Teacher Guide

Prior vocabulary knowledge

Words I should know	Roots, prefixes, suffixes and spelling rules
desert, pyramid, revolt, temple, rapid, tomb, commemorate	re, com, -al, -tion, -ly

Vocabulary for explicit instruction

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
colossal	very large	funerary	things related to a burial, funeral or commemoration of the dead
stability	when things are stable	hieroglyphs	carved c
society	people living together in an ordered manner	artefact	a man-n interest
civilisation	a society with legal, religious and political organisations	pillaged	to steal wartime
irrigation	the supply of water for farming	obelisk	a stone in a pair
mysteriously	in a way that is unknown or puzzling	pharaoh	a ruler in

Etymology and morphology for explicit instruction

Prefix / Suffix / Root	Meaning	Examples
ary	collection of	library, summary, dictionary
art/arte	skill/by skill	artistic, chart, artfully
ity	state of	amenity, conformity, legality
ise	make/or become	colonise, idealise, revise
glyph	carving	triglyph, hieroglyphics

Relevant idioms and colloquialisms

it's your funeral	you must accept the consequences for your careless actions
larger than life	someone or something that is exaggerated to seem more important

Moving beyond



Implementation



Vocabulary- application



T3	Subject specific vocabulary for this study		
KNOW	LINK	ANALYSE	Use and apply in a sentence

 funerary

 hieroglyphs

 artefact

 pillaged

 obelisk

 pharaoh

OWN-it	Analyse
Tick the root word that means <i>carving</i> .	
<input type="checkbox"/> hiero	
<input type="checkbox"/> glyph	
Explain the meaning of the <i>root word</i> in the word <u>artefacts</u> .	
Which part of the word <u>funerary</u> means a <i>collection of</i> ?	

KNOW-it	Definition
Explain the meaning of the word <u>pharaoh</u> .	
True or false? The word <u>pillaged</u> means <i>stealing by force during a war</i> .	
Tick one. The word <u>society</u> means:	
<input type="checkbox"/> a gathering to celebrate with others	
<input type="checkbox"/> a group of people living together in an ordered manner	

LINK-it	Connect
Circle the word closest in meaning to <u>colossal</u> .	
normal	immense
Write a word meaning the opposite of <u>stability</u> .	
Write two words associated with <u>irrigation</u> .	
1.	
2.	

USE-it	Use in context
Correct or incorrect use?	
A favourite leisure activity for the ancient Egyptians was playing the game <u>obelisk</u> .	
<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect
Insert the word that would complete this sentence correctly. The Shang Dynasty, Sumer and Indus Valley are all ancient _____.	
Use the word <u>mysteriously</u> correctly in a sentence.	

Prefix / Suffix / Root	Examples
<u>ary</u> collection of	<u>///</u>
<u>art</u> / <u>arte</u> skill or by skill	
<u>ity</u> state of	
<u>ise</u> make or become	
<u>glyph</u> carving	



Cumulative Quizzing



Quizzes are used throughout a topic to assess children's increasing knowledge. By the end of each lesson, children are able to answer specific questions, laid out in the unit planning. Questions that have been answered in previous lesson are revisited at the start of each subsequent lesson, with the additional questions for that lesson at the end. At the end of the topic, children from Year 2 onwards are able to revisit and answer the whole quiz.

This cumulative approach enables children to become secure in the facts necessary to weigh up evidence and apply it with increasing independence.

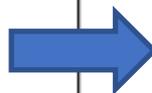
Implementation



Cumulative Quizzing- example



Suggested lesson	Learning question	Cumulative question				
ESSENTIAL 1.	Remember - what is Newmarket like today?	1 - 4				
ESSENTIAL 2.	King James I: what things happened in Newmarket's past?		5 - 8			
ESSENTIAL 3.	King Charles II: what things happened in Newmarket's past?			9 - 12		
DESIRABLE 4.	The Great Fire: what things happened in Newmarket's past?				13-15	
ESSENTIAL 5.	World War II: what things happened in Newmarket's past?					16-18



5. Why did King James I come to Newmarket?

- (A) He wanted to travel.
- (B) He wanted to have a break from a smelly and busy London.
- (C) I'm not sure.

6. What did King James I like about Newmarket?

- (A) The heath.
- (B) The people.
- (C) The smell.
- (D) I'm not sure.

7. What did King James I buy in Newmarket?

- (A) Castle.
- (B) House.
- (C) Shop.
- (D) I'm not sure.

8. When did King James I visit Suffolk?

- (A) About 100 years ago.
- (B) About 200 years ago.
- (C) About 300 years ago.
- (D) About 400 years ago.
- (E) I'm not sure.

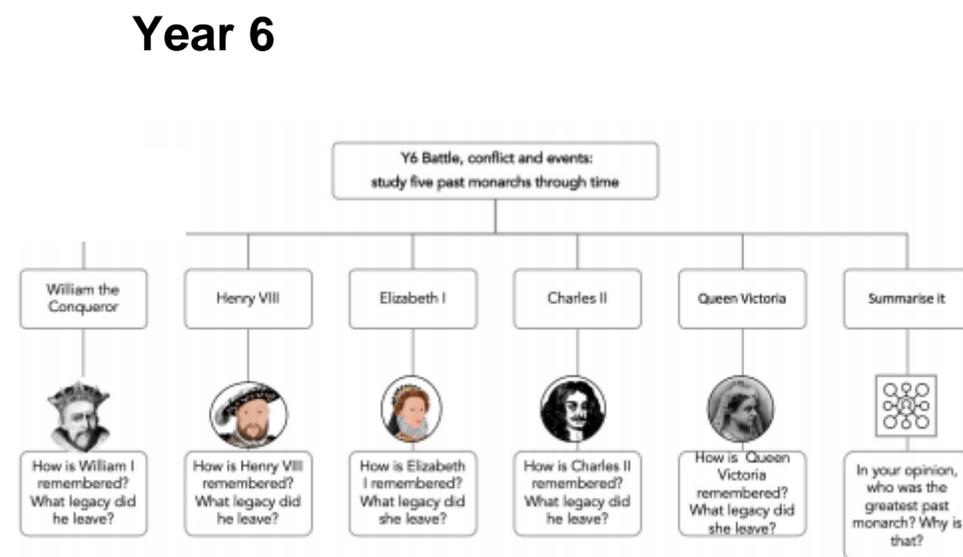
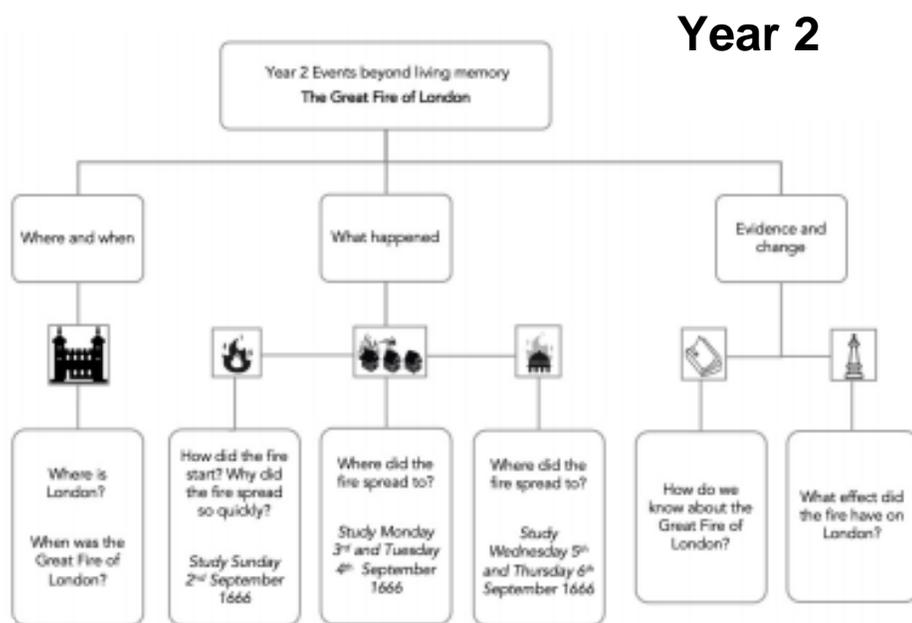




Curriculum navigation



At the start of each unit teachers share with the children an overview of what they will learn. This is returned to so children can reflect on what they have learned and what is still to come.





Teacher subject knowledge



Teacher subject knowledge is continually improved through the use of key facts on knowledge notes, so they know exactly where to focus their research. CPD which is applicable to various areas of the curriculum is made available via videos on the CUSP website, with useful articles, podcasts, resources and examples of good practice shared regularly by SLT and subject leaders.

Misconceptions are clearly referenced in the CUSP unit overviews so they are not passed on to children.



Misconceptions – learning traps pupils can fall into

✗ Not true	Teach this ✓
The ancient Egyptians influenced the Maya pyramids.	The ancient Egyptians built their pyramids about 2000 years earlier than the Maya. They were structurally different and served a range of purposes, mainly as funerary monuments and housing dead leaders. The Maya pyramids were mainly used for presenting ceremonies.
The Maya civilisation was wiped out and completely disappeared.	The Maya civilisation certainly diminished. Historians think the decline started as a result of deforestation, wars and a severe drought. Maya people still live and go about their daily lives, just like we do.
'Mayan' is the correct way to describe the Mayan civilisation.	The adjective 'Mayan' should only be used when referencing the language, according to Dr Davies, a specialist who studies the ancient Maya. For example, Mayan language or Mayan words. The rest of the time Maya is used, for example Maya people.



Knowledge organiser and knowledge notes

Children are provided with a knowledge and vocabulary-rich organiser at the start of each unit, with high-quality images or diagrams and key concepts which children are enabled to understand and expected to refer back to in order to remember. Children are confident in referring to this overview and know that they can find key knowledge in one place.

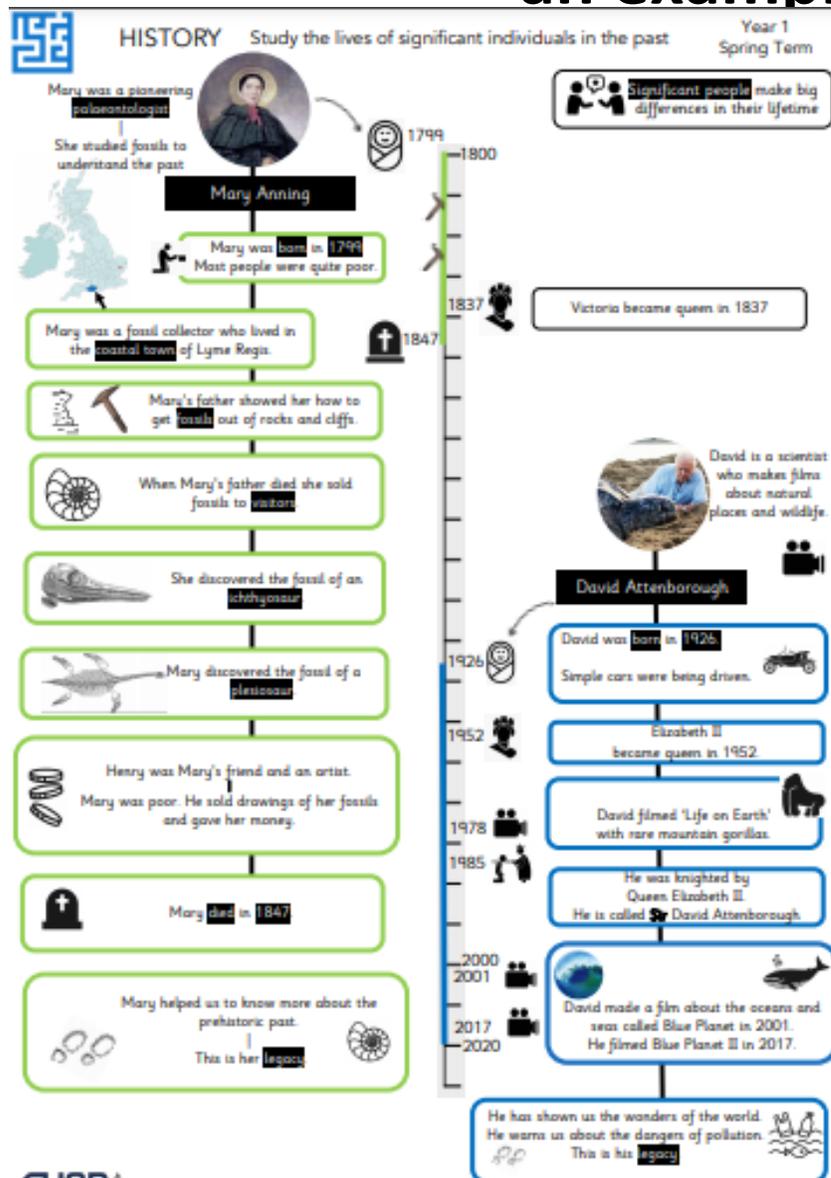
The unit knowledge organisers are elaborated on by knowledge notes for each lesson. These contain the focussed learning question, key facts and images, and vocabulary for the lesson.

Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall.

Implementation



Knowledge organiser and knowledge notes -an example from KS1



Who was Mary Anning? What did she do?	
Lyme Regis	coastal town
	Jurassic coast
	southern England
1799	1847
Family	
Her father was a cabinet maker and collected fossils .	Mary and Joseph's brothers and sisters all died.
When Mary was alive	
	many poor people
	no electricity or cars
	Mary sold seashells for money
	Fossils caught her attention
palaeontologist	
someone who studies fossils to understand the past	

Possible vocabulary to teach, use and make pupils aware of

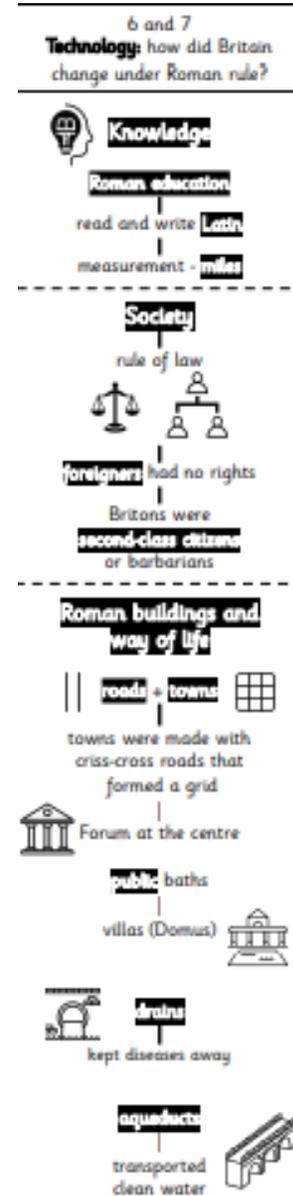
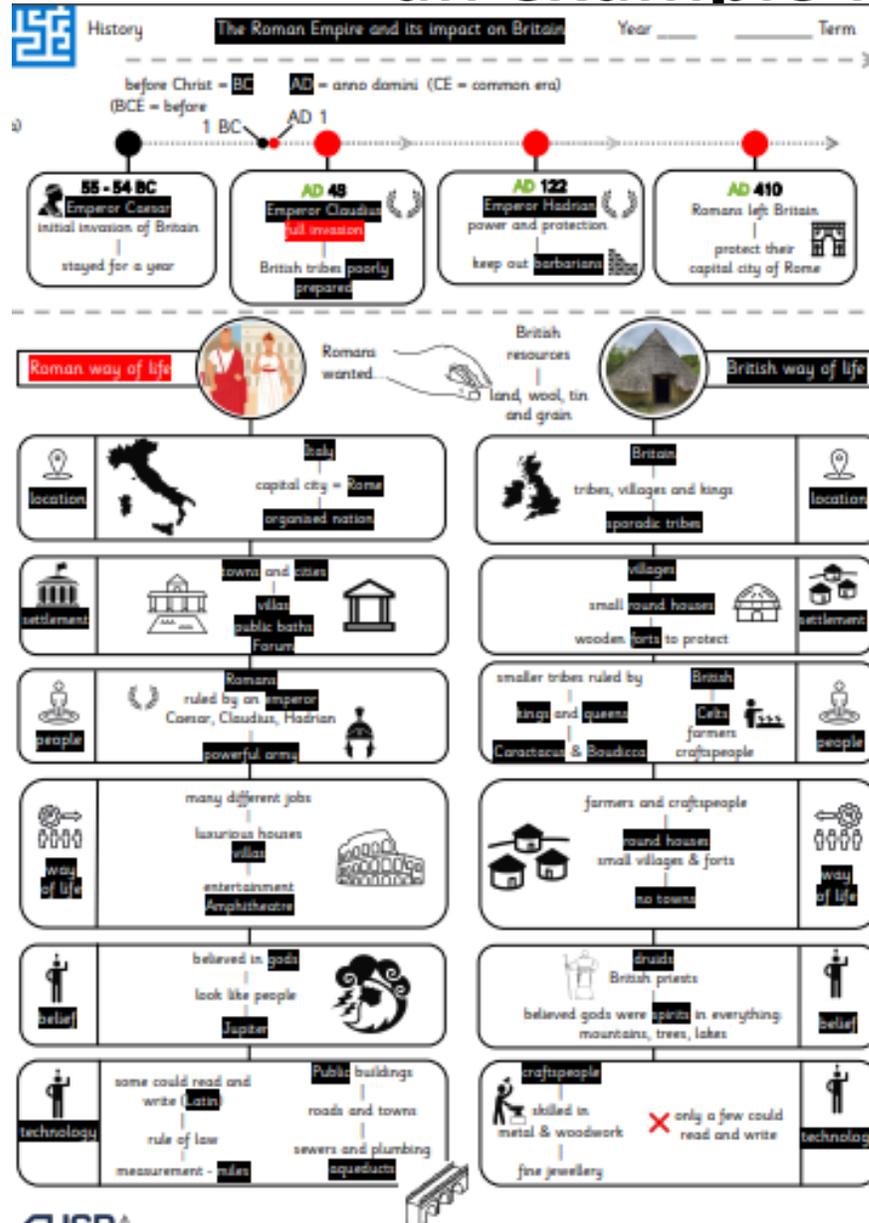


fossil

Knowledge organiser and knowledge notes -an example from Lower KS2



Implementation



Possible vocabulary to teach, use and make pupils aware of

luxurious



culture



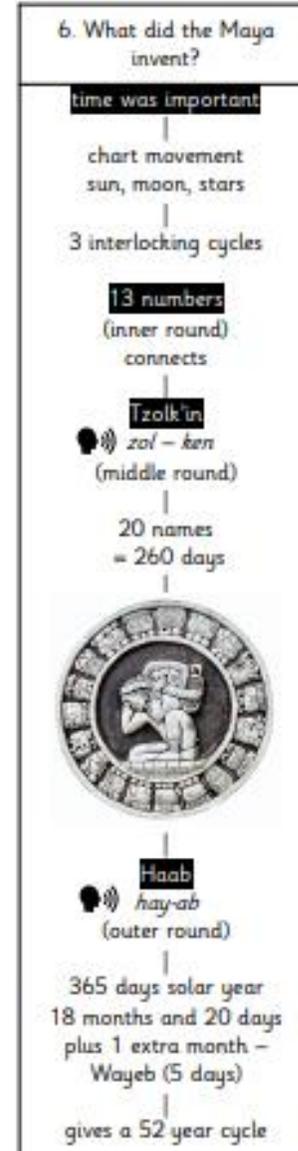
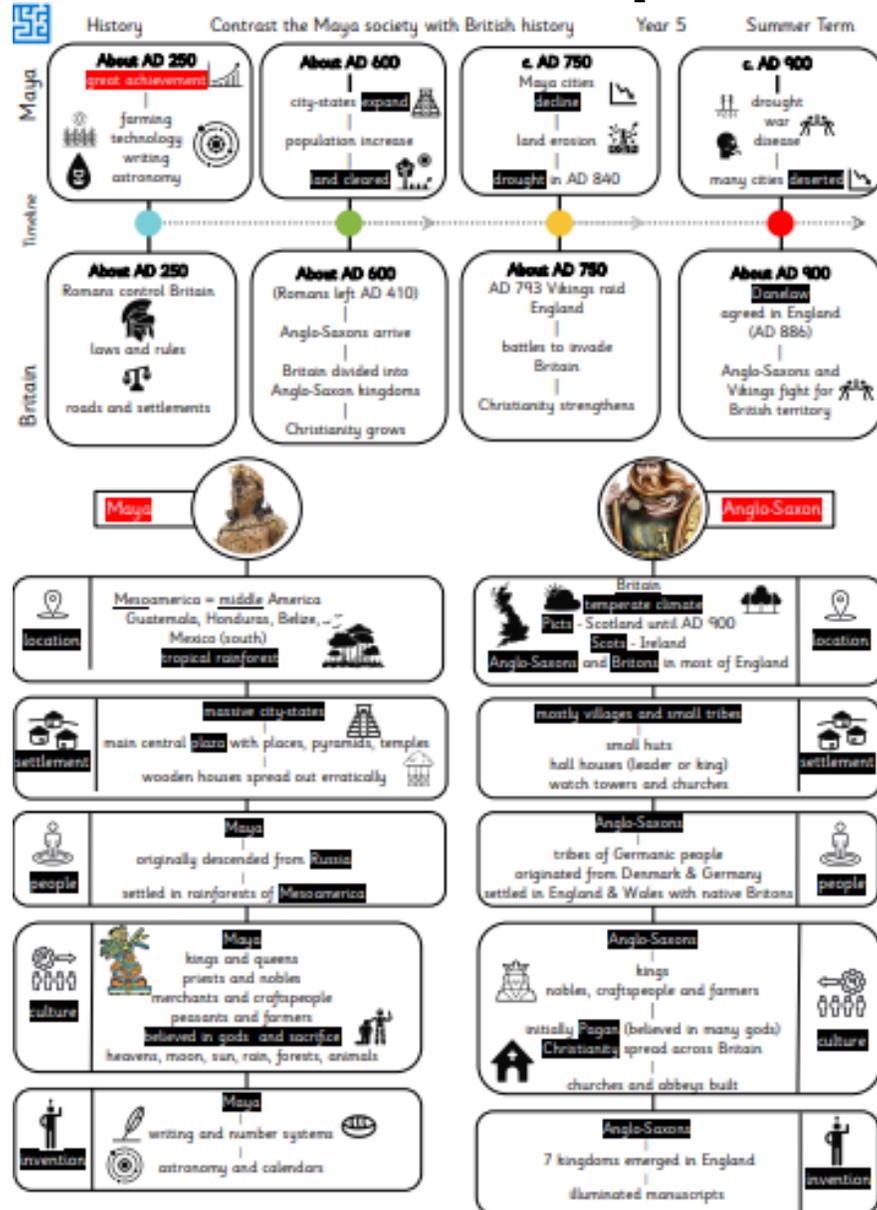
settlement



Knowledge organiser and knowledge notes -an example from Upper KS2



Implementation



Possible vocabulary to teach, use
and make pupils aware of

astronomy



See page 67



Planning



Although the sequence of lessons and key questions are provided through Curriculum for Unity Schools Partnership, teachers are confident in using their judgement to deliver knowledge which is essential and that which is desirable.

In order to maximise teachers' productivity and ensure clear delivery for students planning is done straight on to the slides that children will see, allowing planning to be sent quickly and easily to subject leaders and SLT. Teachers use the CUSP knowledge notes and a clear structure for scaffolding pupils towards success.

This is:



Explain



Example



Attempt



Apply



Challenge



Teaching through instruction



Learning through teacher-led, guided or independent practice



Impact

History Impact





How do we document learning, monitor progress and achievement?



The use of knowledge organisers ensures children's books are not just a place to collect work but a valuable, personal resource they use to revisit learning.

Students are expected to record learning in their exercise books in almost all lessons. This may take the form of writing, mind maps or annotated pictures and will involve students answering the specific learning question for each specific lesson. As in all subjects, this work in students' books should take into account the school's presentation rules and the need to edit and improve their work.

Teachers use cumulative quizzing to ensure the lesson's objective has been met and all children can answer the key learning question. Live, verbal feedback is used in each lesson to immediately address misconceptions, giving children chance to rectify these in the same lesson. Planning includes opportunities to recap prior knowledge to reinforce and build on this. Children keep copies of unit quizzes in their books which are used for cumulative then summative assessment with the independent end of unit quiz. Teachers are able to access quizzes online to alter how they are delivered: altering the sequence of questions to avoid rote learning, for example.



Book monitoring and learning conversations



Examples of high quality work in History books are provided at least termly, with evidence of use of new vocabulary, clear answering of the learning question and application of new skills.

Children are provided with high-level teaching and content and are supported as necessary so that they can access this content. The school's marking policy is used so both live, whole-class feedback and individual comments to support children are employed.

Scheduled conversations with children across year groups give a useful insight into the efficacy of teaching and the impact this has on children's understanding. This is undertaken within the school and by the authors of the CUSP content. Feedback is given to teachers, with support provided to ensure this is acted upon.