



# History at Three Peaks

Learning about history enables us to understand how society can change and develop. It provides us with models of good and responsible behaviour, as well as teaching us how to learn from the mistakes of others. At Three Peaks, we want children to inquire about 'how we got to now' and how we can still see historical remains in our lives and in the world around us. Our history curriculum provides children with knowledge of past people, places and events that have created and shaped our shared heritage.



## History skills

**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** - 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 migration; government and power; technological advancement.

**Analysis of primary and secondary sources** - exploring how evidence is used to make historical claims (gives us information about ..., is useful because..... the fact that it was created tells us...)

**Challenge stereotypes** about peoples' roles in society.



## Working Like an historian (Retention and Application)

Interpret the modern world, such as buildings and events, with an historian's view.

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 connection)

Objective overviews provide subject knowledge and purpose.

Learning journeys sequence cross-subject learning

Significance introduced as who → did what → where → when → how → why.

Developmentally appropriate - children's comprehension of time.

Content selected to highlight how chronology underlies historical patterns.

Links with geography curriculum, location knowledge and knowledge of settlements.



## 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. 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 within a unit.

Retention - Questioning in lesson starter sessions and recall quizzes in early work sessions.

Retention - Summative quizzes.

Application - maths strand to connect number sense with chronology

Application - writing pieces aligned with English curriculum to apply genres