**History Lesson Prompts**

**Foundational Knowledge**

Foundational Knowledge in Primary history consists of Substantive and Disciplinary knowledge.

**Substantive Knowledge:**

Substantive knowledge is Chronological Knowledge (Subject Knowledge) and Substantive Concepts.

For example, if they are teaching the Romans, Chronological Knowledge would be; the clothes Romans wore, what Romans ate, the extent of the Empire, How many times they invaded Britain…

Whilst a Substantive Concept that could be developed through the topic of The Romas, would be ‘Invasion’

A clear understanding of substantive knowledge in history will lead to high quality teaching in history.

Students will be able to demonstrate a secure understanding of historical chronological knowledge and substantive concepts. If their subject knowledge is weak, they should be directed to address this through further reading and research.

**Disciplinary Knowledge:**

Disciplinary knowledge refers to the methods and behaviours of working as a historian as well as Second Order Concepts, such as Change and Continuity, Cause and Consequence and Significance.

Students should be able to demonstrate appropriate disciplinary knowledge in order to:-

-teach pupils how to investigate the past

-communicate findings

-plan an enquiry

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| **History Lesson Observation/ Feedback Prompts**  **General** |
| Accurate use of historical vocabulary (eg, before, after, post, pre, AD, BCE, It might mean, it could mean, possibly) |
| Effective use of questioning to promote historical discussion and develop historical understanding and responding accordingly. |
| Understanding of component knowledge to give an overall composite understanding of the topic being studied. |
| Understanding of substantive and disciplinary knowledge. |
| Use of challenging and meaningful tasks to develop mastery in history |
| Use of examples from history, to support conceptual understanding. |
| Chronological Knowledge (sometimes referred to as subject knowledge- ie, knowledge of a topic or era)- correct use of historical terminology, opportunity to apply knowledge and understanding, |
| Appropriate assessment opportunities are used to review historical learning, e.g, appropriate formative assessment, hinge questions or end of session quizzes. |
| Opportunities to develop metacognitive skills, e.g. learning from mistakes and misconceptions, developing problem solving strategies, applying skills in other areas of the curriculum. |
| Developing use of retrieval skills. |
| Knowledge of the history curriculum demonstrated through effective sequencing of learning that links prior knowledge and new learning together. |

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| **History Lesson Observation/ Feedback Prompts**  **The Lesson Plan** |
| Does the plan fit into a scheme of work? |
| Are objectives enquiry led? Is a Key Question evident? |
| Have the needs of all children been considered? How has adaptive teaching been considered? |
| Are assessment indicators in place and are these linked to the objectives, with a clear historical focus? |
| Is there evidence that children have opportunities to apply, or otherwise demonstrate, their knowledge and understanding of history within the lesson or at a planned point? |

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| **History Lesson Observation/ Feedback Prompts**  **Teaching and Learning** |
| Is there evidence that the children have a secure historical knowledge? |
| Do activities within the lesson, promote historical skills? |
| Do activities develop knowledge and understanding of 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? |
| Do activities develop knowledge and understanding of 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? |
| Do activities allow students to gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry? |
| Do activities develop an understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use these to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses? |
| Do activities allow children to 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? |
| Do children gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history? |
| If appropriate, is there an appropriate balance of primary and secondary sources amongst the sources being used? |
| Are there opportunities to add to schemata during the lesson? |
| Is there a consideration of misconceptions, bias, propaganda and the validity of sources? |
| Are resources, including technology, used effectively? |
| Is children’s knowledge and understanding monitored during the lesson? |
| Is the learning Enquiry led? Are activities hands on and practical? (if appropriate) |
| Is the focus historical? This is especially important in a cross curricular lesson, where the focus may become English or art, rather than history. |
| Are substantive and disciplinary knowledge discussed during the lesson? |
| Are opportunities to discuss attitudes and values, evidence, provenance, opposing views, different perspectives evident in lessons? |
| Are aspects of history, relating to identity and belonging discussed and explored? |

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| **History Lesson Observation/ Feedback Prompts**  **Following the Lesson** |
| In the evaluation, is the trainee aware of how to develop historical knowledge and skills? |
| Is the trainee able to use the assessment information to inform future plans? |
| Can the trainee identify next steps for children in their history learning? |
| Can the trainee identify their own next steps in their development? |
| Has the trainee reflected upon their teaching experience? (refer to Rolfe (2021)) |