Quality teaching in history K-6

Complete the tables below to explore the relationship between the historical concepts and skills with the Quality Teaching model.

Intellectual quality analysis

Quality teaching element	Quality teaching description of element	Concept or skill examples for Stage 1	Concept or skill examples for another stage
Deep knowledge	Knowledge is deep because focus is on sustained key ideas or concepts throughout the lesson.	Historical skill: *Analysis and use of sources* Explores a range of sources of personal and cultural significance.	Historical concept: *Change and continuity* Language itself has a history and experiences change and continuity over time.
Deep understanding	Students demonstrate deep understanding throughout the lesson.	Historical skill: *Chronology* Understanding chronology is dependent on the use of appropriate metalanguage to describe events in time.	
Problematic knowledge	Knowledge is seen as socially constructed, with multiple and/or conflicting interpretations presented and explored to an extent that a judgement is made about the appropriateness of an interpretation in a given context.		
Higher-order thinking	All students, almost all of the time, demonstrate higher-order thinking.		
Metalanguage	High use of metalanguage. The lesson proceeds with frequent commentary on language use.	Historical skill: *Comprehension, chronology, terms and concepts* Students need support to understand periods of the past and the range of words that are used to describe them	Historical skill: *Comprehension, chronology, terms and concepts* Including: • Historical terms e.g. uprising, rebellion, squattocracy, heritage, significance.

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		e.g. 'long ago' and 'in olden times' describes the past; 'generations' and 'decades' describe time spans.	• Archaic and outmoded language e.g. words for measurement such as mile, yard, shillings and pence. • Archaic prose e.g. the journal of Sir Joseph Banks. Many students will need assistance when engaging with the language of history.
Substantive communication	Substantive communication, with sustained interactions, occurs throughout the lesson, with teachers and/or student scaffolding the communication.		

Significance analysis

Quality teaching element	**Quality teaching description**	**Historical skill or concept examples for Stage 1**	**Historical skill or concept examples or another stage**
Background knowledge	Students background knowledge is consistently incorporated into the lesson, and there is substantial connection to out-of-school background knowledge.	Historical skill: *Research* Poses questions about the sources with reference to their personal and cultural significance.	
Cultural knowledge	Substantial cultural knowledge is recognised and valued throughout the lesson and this knowledge is accepted as equal to the dominant culture.		Historical concept: *Perspectives* Students own cultural backgrounds are a significant factor in their interpretation of different points of view of the past in the present.
Knowledge integration	Meaningful connections are regularly made between topics or subject areas by the teacher and/or the students during the lesson.	Historical concept: *Cause and effect* Identifies and describes some reasons for changes in people's lives over time due to the impact of technology. Historical skill: *Analysis and use of sources* Identifies and compares sources from the past and the present.	

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Inclusivity	Students from all groups are included in all aspects of the lesson and their inclusion is both significant and equivalent to the inclusion of students from other social groups.		
Connectedness	Students recognise and explore connections between classroom knowledge and situations outside the classroom in ways that create personal meaning and highlight the significance of the knowledge. This meaning and significance is strong enough to lead students to become involved in an effort to influence an audience beyond the classroom.	Historical skill: *Empathetic understanding* Interrogates the sources for evidence that people lived differently in the past.	
Narrative	Narrative is used throughout the lesson to enhance the significance of the substance of the lesson.	Historical skill: *Explanation and communication* Teachers develop an historical narrative for students about life in the past. Students are supported to develop an historical narrative as a result of engaging with a variety of primary and secondary sources.	

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