

# History

## Alumwell Junior School



## Intent

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present.

History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Alumwell Junior School, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

## Implementation

At Alumwell Junior School, we have created a knowledge-based History curriculum and use teaching strategies that allow learning to be memorable and coherent; enabling every child to achieve a secure understanding of each historical concept taught.

Woven within our curriculum are our 'History Threads':

- Legacy, Exploration, Invasion and Settlement, Empire, Technological Advancement, Monarchy, Societal/Cultural change

These are specifically chosen historical concepts which the children revisit throughout KS2. As the children revisit each historical concept, they build on previously taught learning, developing their understanding and knowledge of each thread, whilst observing how they change throughout time.

When planning each topic, key historical disciplinary knowledge and enquiry skills are selected to be taught. The disciplinary progression throughout KS2 covers Chronological Knowledge, Historical Enquiry and Interpretation of History. These skills are set out in the Purpose of Study and Aims of the National Curriculum.

Each unit of work is structured around an overarching enquiry question. Each enquiry question is broken down into specific, smaller questions, which create clear, progressive steps throughout the historical unit. This carefully sequenced learning allows the children to answer the question by the end of the topic.

Retrieval practice is at the heart of each lesson and provides the opportunity for children to recall previously taught knowledge. For example, each lesson may begin with a quiz which will practise the recall of key facts from prior learning. Through enabling knowledge to stick, this allows children to build a secure understanding of their topic, empowering them to use their skills to think creatively. Start and end of unit 'sticky knowledge' fact sheets and quizzes assess children's overall recall of key facts at the end of the topic.

## Impact

Through the high quality first teaching of History, we see the impact of the subject in different ways.

Through pupil voice, children are able to talk about the skills and knowledge they have acquired. Children are engaged in History lessons and want to find out more. Children know what they are learning about currently, and are able to make links to previous learning. Through the implementation of sticky knowledge pupils learn more and remember more.

Work shows that a range of topics are being covered, cross curricular links are made where possible and differentiated work set as appropriate.

The school environment is history rich through displays, resources, vocabulary etc. As historians, children learn lessons from history to influence the decisions they make in their lives in the future.

Within the teaching of the History curriculum at Alumwell Junior School are a series of concepts and big ideas that will help our children to know more and remember more. If children understand the big idea behind something, new information is going to be much stickier!

**Key concepts in History can be divided into:**

**Substantive knowledge:** The historical facts that we teach that form the narratives of the curriculum. This includes the Historical Threads that are woven into this knowledge and understanding – for example: Exploration, Invasion & Settlement, Empire, Monarchy and Societal & cultural change.

**Disciplinary knowledge:** How we make use of the facts that are learned. E.g. Making connections, sifting arguments, weighing up the evidence and drawing contrasts.

Substantive knowledge

Disciplinary knowledge

<b>Key Stage 2</b> The following areas of study taught through a <u>combination of overview and depth</u> studies		
<i>Knowledge / understanding of British history</i>	<i>Knowledge / understanding of wider world history</i>	<i>The ability / disposition to:</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Changes in Britain from the Stone Age to the Iron Age</li> <li><input type="checkbox"/> The Roman Empire and its impact on Britain</li> <li><input type="checkbox"/> Britain’s settlement by Anglo-Saxons and Scots</li> <li><input type="checkbox"/> Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</li> <li><input type="checkbox"/> An aspect or theme of British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The achievements of the earliest civilizations; depth study of one of:               <ul style="list-style-type: none"> <li>• Sumer</li> <li>• Indus Valley</li> <li>• Egypt</li> <li>• Shang Dynasty</li> </ul> </li> <li><input type="checkbox"/> Ancient Greece – life, achievements, influence</li> <li><input type="checkbox"/> Non-European society that contrasts with British history. One of:               <ul style="list-style-type: none"> <li>• early Islamic civilizations inc study of Baghdad c 900AD</li> <li>• Mayan civilization c. 900 AD</li> <li>• Benin (west Africa) c. 900-1300</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to develop chronologically secure knowledge of history</li> <li><input type="checkbox"/> Establish clear narratives within and across periods studied</li> <li><input type="checkbox"/> Note connections, contrasts and trends over time</li> <li><input type="checkbox"/> Develop the appropriate use of historical terms</li> <li><input type="checkbox"/> Regularly address and sometimes devise historically valid questions</li> <li><input type="checkbox"/> Understand how knowledge of the past is constructed from a range of sources</li> <li><input type="checkbox"/> Construct informed responses by selecting and organising relevant historical information</li> <li><input type="checkbox"/> <i>Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)</i></li> </ul>
<p><i>Local history</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A local study</li> </ul>		

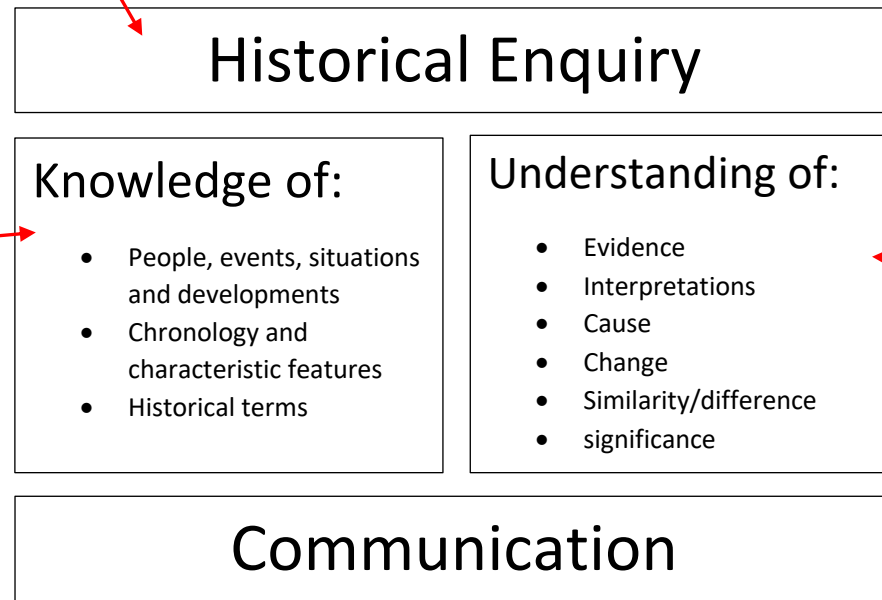
## History Threads at Alumwell Junior School

	Legacy	Exploration	Invasion and Settlement	Empire	Technological advancement	Monarchy	Societal/Cultural change
3	<p>Roman Empire: <i>why did the Romans invade and what was their legacy?</i></p> <p>Ancient Greece – <i>what legacy did they leave us?</i></p>	<p>The Ancient Greeks: <i>Who was Odysseus and what journey did he make?</i></p>	<p>Roman Empire: <i>why did the Romans invade and what was their legacy?</i></p>	<p>Roman Empire: <i>why did the Romans invade and what was their legacy?</i></p> <p>Ancient Greece – <i>what legacy did they leave us?</i></p>	<p>Stone Age to Iron Age: <i>What changed in Britain from the Stone Age to the Iron Age?</i></p>	<p>The Ancient Greeks: <i>Where does the word monarchy come from? Why weren't women allowed to have power in Ancient Greek times?</i></p>	<p>Roman Empire: <i>why did the Romans invade and what was their legacy?</i></p>
4	<p>The Anglo Saxons and the 'shires': <i>How do place names in Britain reflect the Anglo-Saxon legacy?</i></p>	<p>The Vikings: <i>How did the Vikings explore?</i></p>	<p>Britain's settlement by Anglo-Saxons: <i>how does it compare to the Roman conquest?</i></p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England: <i>what were the causes and consequences?</i></p>	<p>The Vikings: <i>Why did the Vikings invade Britain?</i></p>	<p>The Anglo-Saxons and the Vikings: <i>What did the Anglo-Saxons and the Vikings invent? What did the Vikings invent?</i></p>	<p>Anglo-Saxons: <i>Who was the most powerful Anglo-Saxon monarch?</i></p>	<p>Britain's settlement by Anglo-Saxons: <i>how does it compare to the Roman conquest?</i></p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England: <i>what were the causes and consequences?</i></p>
5	<p>The Ancient Egyptians: <i>how do we know so much about them?</i></p> <p>WWII: <i>Why was the Battle of Britain a key turning point in British History?</i></p> <p>WWII Local study</p>	<p>The Ancient Egyptians: <i>Who was Howard Carter? Was the discovery of King Tutankhamun's tomb a good thing?</i></p> <p>The Maya: <i>When and how were the Maya discovered?</i></p> <p>WWII: <i>What is the difference between evacuation and Kindertransport and why did it happen?</i></p>	<p>WWII: <i>Why was the Battle of Britain a key turning point in British History?</i></p>	<p>The Maya: <i>What is an empire? Why is the Maya civilization not considered an empire?</i></p>	<p>WWII: <i>What advancements came out of WWII?</i></p>	<p>Ancient Egypt: <i>Pharaohs – were they in charge?</i></p>	<p>WWII: <i>How did society change during World War II?</i></p>
6	<p>Activists: <i>Name – How did they use their voice to make a change?</i></p> <p>The Windrush in Hackney: <i>how did the community in Hackney change as a result of the Windrush?</i></p>	<p>Explorers and Journeys: <i>how has exploration changed over time?</i></p>	<p>Journeys: <i>What does settlement mean for people today?</i></p>	<p>What is an empire? <i>What is the most well-known empire that you have learned about?</i></p>	<p>Crime and Punishment: <i>What are the main technological advancements over the last century?</i></p>		<p>Activists: <i>Name – How did they use their voice to make a change?</i></p> <p>The Windrush in Hackney: <i>how did the community in Hackney change as a result of the Windrush?</i></p> <p>Crime and Punishment: <i>how have approaches to crime and punishment changed through the ages?</i></p>

Here is an example of what careful planning of History might look like as taken from *Progression in History – A guide for Schools* by Jamie Byrom. He talks about the “sandwich approach” where the flavour distinctions are lost and the full flavour emerges in the eating.

*Always* engage pupils in a valid historical enquiry or puzzling key questions through which the learning grows over the sequence of lessons. *Sometimes* your objectives will relate to pupils devising their own enquiry questions and ways of tackling them.

*Always* include objectives for building **knowledge of all the aspects shown here**. This “Now knowledge” will relate to the particular period and issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen the “hereafter knowledge”.



Within any sequence of lessons, *always* include objectives for developing pupils’ **understanding of (usually) one or two of the listed elements**. Your selection and precise focus for this will be reflected in the key question. (See “historical enquiry”).

*Always* require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence. *Sometimes* your objectives will relate to helping pupils communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively.

## AJS History overview

Key Stage	Year Group	Topic Name	Small Enquiry Questions	Chronological Knowledge	Historical Enquiry	Interpretation of History	Where does this fit into the National Curriculum?
Lower KS2	Year 3	<b>Roman Britain</b> – Who were the Romans and why were they so powerful?	Why did the Romans invade Britain? Why were the Romans so powerful and were the Britons happy to see them? What did the Romans do for us?	Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and the passing of time  Know that a timeline can be divided into BC (before Christ) and AD (Anno Domini)	Use a variety of sources to collect information about the past.  Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past	Start to compare two versions of a past event;  Observe and use pictures, photographs and artefacts to find out about the past;  Start to use stories or accounts to distinguish between fact and fiction;  Explain that there are different types of evidence and sources that can be used to help represent the past.	The Roman Empire and its impact on Britain Know how Britain changed between the Stone Age and 1066, and the occupation of Britain by the Romans and Anglo-Saxons and Vikings
		<b>The Stone Age to the Iron Age</b> – Who first lived in Britain?	Who first lived in Britain? How did improvements happen throughout the Stone Age? What do we learn from Skara Brae?				Changes in Britain from the Stone Age to the Iron Age
		<b>The Ancient Greeks</b> – What did The Ancient Greeks give the world?	Who were the Ancient Greeks and what did we learn from them? What was everyday life like in Ancient Greece? What happened between the Athenians and the Spartans?				Ancient Greece – a study of Greek life and achievements and their influence on the western world
<p><b>The content within these Historical concepts from the National curriculum apply to every unit taught and will be revisited regularly throughout Year 3.</b></p>							

Key Stage	Year Group	Topic Name	Small Enquiry Questions	Chronological Knowledge	Historical Enquiry	Interpretation of History	Where does this fit into the National Curriculum?
	Year 4	<b>The Anglo Saxons and The Vikings –</b> What was the battle like between the Anglo-Saxons and The Vikings for the kingdom of England?  (Larger unit – 12 weeks or 2 x 6 weeks)	Who were the Anglo-Saxons? Who were the Vikings? Why did the Vikings win most of their battles with the Anglo-Saxons?	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.  Know how to use a timeline in relation to the unit being studied.	Know the difference between primary and secondary sources of evidence  Use a range of sources to collect information about the past.  Construct informed responses about one aspect of life	Look at more than two versions of the same event or story in history and identify differences  Investigate different accounts of historical events and explain some of the reasons why the accounts may be different	Know how Britain changed between the Stone Age and 1066, and the occupation of Britain by the Romans and Anglo-Saxons and Vikings The Viking and Anglo-Saxon struggle for the kingdom of England
		<b>Local History – What was Walsall like in the past?</b> Why does Walsall exist in the first place?	What was Walsall like 200 years ago? Can buildings tell a story? Why was the leather industry so important to Walsall? Why do we have statues and memorials around Town? Why should we remember Sister Dora? Does Sister Dora’s life mirror the lives of women in the local area and nationally at this time?	Know that a timeline can be divided into BC and AD.  Use words and phrases such as century and decade	<p style="color: red;">The content within these Historical concepts from the National curriculum apply to every unit taught and will be revisited regularly throughout Year 4.</p>		Local History Study: A study of a theme in British history that extends knowledge beyond 1066

Key Stage	Year Group	Topic Name	Small Enquiry Questions	Chronological Knowledge	Historical Enquiry	Interpretation of History	Where does this fit into the National Curriculum?
Upper KS2	Year 5	<b>The Impact of War</b> – Did WWI or WWII have the biggest impact on our locality?	Why did we have a war in the first place? What was it like in Walsall during WWII? What was the long-term and short-term impact of the war on people in Walsall and across the UK?	Order an increasing number of significant events, movements and dates on a timeline using dates accurately  Accurately use dates and terms to describe historical events	Recognise and use primary and secondary sources to investigate the past  Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites	Find and analyse a wide range of evidence about the past  Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past  Consider different ways of checking the accuracy of interpretations of the past	Local History Study: A study of a theme in British history that extends knowledge beyond 1066
		<b>The Ancient Egyptians</b> – How much did the Ancient Egyptians achieve?	Which civilizations from 3000 years ago were considered advanced? What did the Ancient Egyptians give to the world? Who were the Pharaohs?	Know and describe in some detail the main changes to an aspect in a period of history being studied	Select relevant sections of information to address historically valid questions and construct detailed, informed responses  Investigate own lines of enquiry by posing historically valid questions to answer	Realise that there is often not a single answer to historical questions	The achievements of the earliest civilisations
		<b>The Maya Civilisation</b> – Why should we remember The Maya?	What can we learn about the Maya by investigating their ancient cities? Why did the Maya have so many Gods? Were the Maya as clever as people in the 21 <sup>st</sup> century?	Know how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.			
The content within these Historical concepts from the National curriculum apply to every unit taught and will be revisited regularly throughout Year 5.							

Key Stage	Year Group	Topic Name	Small Enquiry Questions	Chronological Knowledge	Historical Enquiry	Interpretation of History	Where does this fit into the National Curriculum?
	Year 6	<b>Journeys</b> – What makes people go on a journey?	What is a journey and why do people go on journeys?	Order an increasing number of significant events, movements and dates on a timeline using dates accurately  Use timelines to place events, periods and cultural movements from around the world	Recognise and use primary and secondary sources to investigate the past  Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites	Find and analyse a wide range of evidence about the past  Use a range of evidence to off some clear reasons for different interpretations of events, linking this to factual understanding about the past	A study of a theme in British history that extends knowledge beyond 1066
		<b>Crime and Punishment</b> – How has crime and punishment changed through the ages?	How has crime and punishment changed through the ages? Did the Anglo-Saxons bring law and order to our country? How did we get to our law-and-order system that we have today?	Use timelines to demonstrate changes and developments in culture, technology, religion and society  Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and today  Describe main changes in a period in history using words such as: social, religious, political, technological and cultural  Name the date of any significant event studied from the past and place it correctly on a timeline	Select relevant sections of information to address historically valid questions and construct detailed, informed responses  Investigate own lines of enquiry by posing historically valid questions to answer	Consider different ways of checking the accuracy of interpretations of the past  Start to know the difference between primary and secondary evidence and the impact of its reliability  Show an awareness of the concept of propaganda  Know that people in the past represent events or ideas in a way that may be to persuade others  Begin to evaluate the usefulness of different sources  Form own opinions about historical events from a range of sources	A study of a theme in British History that extends knowledge beyond 1066 Develop chronologically secure knowledge and understanding of British, local and world history Note connections, contrasts and trends over time
<b>The content within these Historical concepts from the National curriculum apply to every unit taught and will be revisited regularly throughout Year 6.</b>							

