

The Good Shepherd Catholic Primary School



*Following Jesus,
The Good Shepherd,
in all we say and do*

Our History Curriculum



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History: Intent

At The Good Shepherd Catholic Primary we are HISTORIANS!!!

Our aim is that, through the teaching of History, we stimulate all children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain.

We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over times. History will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children will learn about aspects of local, British and Ancient history. This wider awareness leads into the children having some knowledge of historical development in the wider world.

We believe that allowing the children to understand the importance and enjoyment of History through different opportunities, they will become enthused learners in History and informed for the future. In History at our school, we will also give children opportunities to develop their skills of enquiry, investigation, analysis, interpretation, evaluation and presentation.

There are two key aspects to learning

Substantive knowledge - this is the subject knowledge and vocabulary used about the past. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content.

Disciplinary knowledge - this is the use of that knowledge and how children construct understanding through historical claims, arguments and accounts. We call it 'Working Historically.' The features of thinking historically may involve significance, evidence, continuity and change, cause and consequence, historical perspective and contextual interpretation.

"Life is divided into three terms - that which was, which is, and which will be. Let us learn from the past to profit by the present, and from the present, to live better in the future."

William Wordsworth

History is built around the principles of cumulative knowledge. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events.

The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World' This aspect is about how children find out



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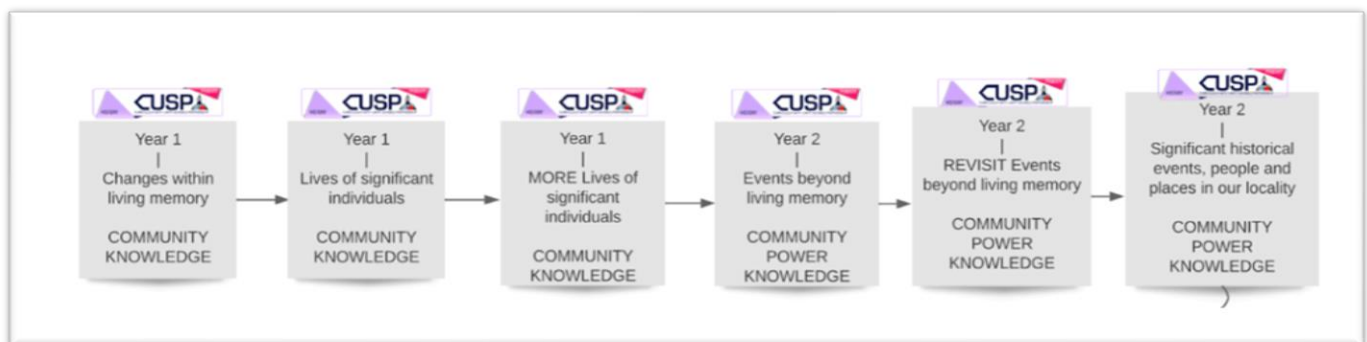
about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Staff encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' Which also aligns with the schools Rosenshine principles. Use of language relating to time is used in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'.

Our focus is on our children developing a sense of time, place and change. It begins with children studying Changes within living memory to develop an understanding of difference over time within concrete experiences of their lives. This chronological knowledge is foundational to the understanding of change over time.

Pupils then study the Lives of significant individuals. Chronology and place in time steers the understanding of the context in which these significant individuals lived. Terms such as legacy are introduced and used within the context of each study.

In KS1, pupils study our local history through significant events, people and places.

Events beyond their living memory. Here, pupils draw upon early concepts of chronology and connect it to more abstract, but known, events in the past focusing on the Great Fire of London.



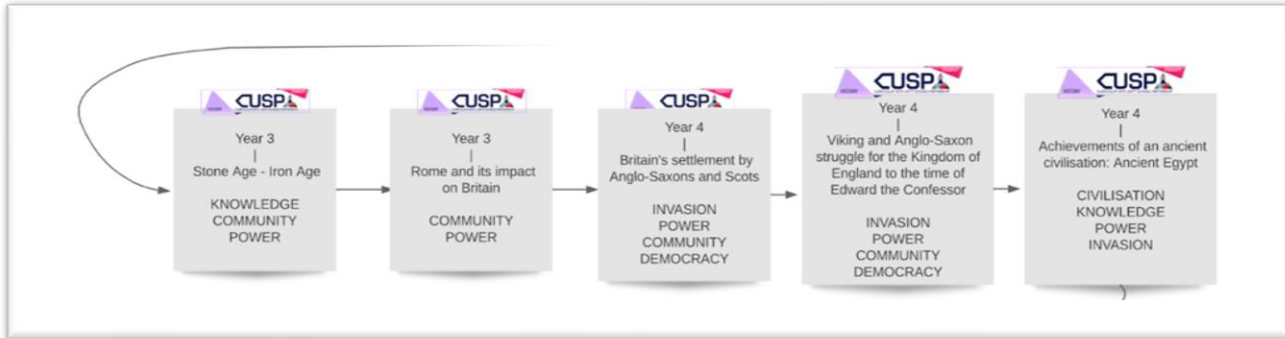
In lower KS2, pupils study the cultural and technological advances made by our ancestors as well as understanding how historians think Britain changed throughout the Stone, Bronze and Iron Ages. Archaeological history guides us to know how early humans were creative, innovative and expert at surviving in changeable environments. Having an in-depth understanding of Iron Age Britain offers solid foundations for the study of how Rome influenced Britain.

Studies of how Britain was settled by Anglo-Saxons and Scots gives a focus on cultural change and the influence of Christianity. Pupils study how powerful kings and their beliefs shaped the Heptarchy of Anglo-Saxon Britain.



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We also focus on the struggle for throne of England through a study of the Vikings, their origins, conquests and agreements with English Anglo-Saxon kings to settle and dwell in the region known as Danelaw.

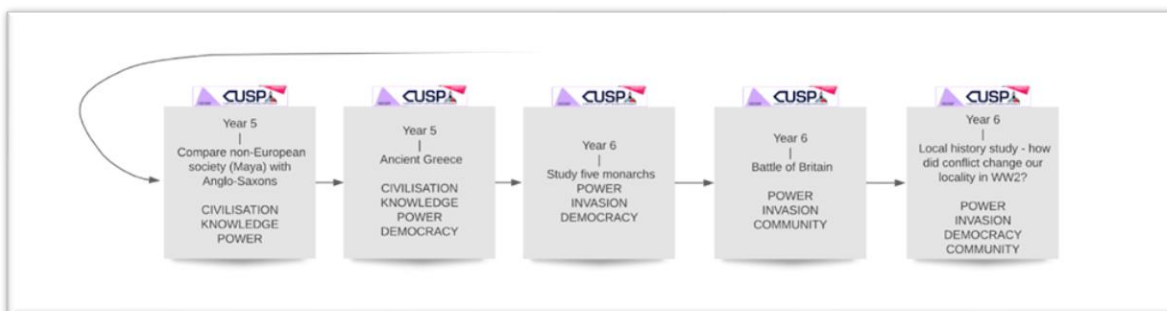


Later in KS2, knowledge of Anglo-Saxons is revisited and used to connect with a study of the Maya civilisation. The study compares advancement of the Maya culture and innovation to that of the Anglo-Saxons around c.AD 900.

Pupils also study Significant monarchs after 1066. Five kings and queens are a focus of a depth study and comparison, drawing on their beliefs, actions and understanding their legacy.

Ancient Egyptians and the study of Ancient Greek life and achievements are also studied learning about their influence on the western world. The understanding of culture, people and places are central to these studies. CUSP History connects these studies with prior knowledge of what was happening in Britain at the same time.

Recent history, such as the Battle of Britain for example, is studied in the context of how conflict changed society in the Second World War. Modern history is also studied through units such as the Windrush Generation. Knowing about slavery, Caribbean culture and the injustice of the past enlightens pupils to understand why events happened and how these pioneers faced racism, discrimination and prejudice.

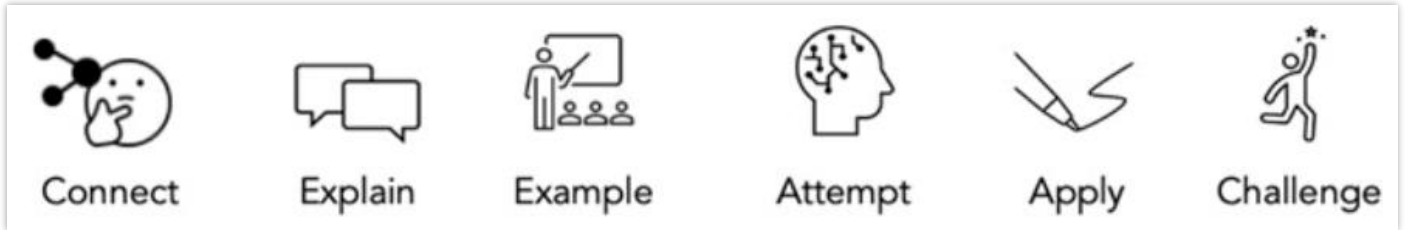




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Class timetables include a designated time slot to ensure a broad and balanced curriculum.

An essential component to CUSP lessons is the systematic and coherent approach that we embed focusing on the six phases of a lesson.



Each unit includes an overview for the teacher which details the big idea that pupils will be studying, prior knowledge, skills to be taught and common misconceptions.

HISTORY

INTRODUCE

Battle of Britain

Year 6

_____ Term

Pupils should be taught about:

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

Previous learning: Curriculum Narrative

Year 5

Ancient Greeks

Year 5

Maya civilisation and comparison to Anglo-Saxon

Year 6

How did conflict change our local area in WW2?

↓

Monarchs through time

Geography

Latitude and longitude | Environmental regions | World cities and biomes | OS maps and fieldwork

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
When was World War One?	What caused Nazi Germany to invade Poland in 1939?	How did the invasion of Poland and France in 1939 change Europe?	How was life in Great Britain different because of the war?	What actions tell us about the terrible and iniquitous beliefs Hitler held?	What allied invention detected enemy aircraft? Why was this significant?
When did Hitler's Nazi Germany invade Poland and France?	What was the effect on other countries?	Did any countries decide not to be on one side or the other? Why do you think some countries decided to side with Nazi Germany?	What were the big things that changed?	How do we know about the Battle of Britain?	Rationing was introduced in January 1940, why was this significant?
Describe the onset of World War Two in chronological order.	What are the consequences of Hitler's actions for people in Poland, France and Great Britain?	How did Great Britain change as a result of the war?	Was life at home the same?	What sources tell us about the Battle of Britain?	What actions did 'the few' take that made a significant contribution to the war?
Describe the events of the Battle of Britain in chronological order.	Rationing was a consequence of what actions taken by Nazi Germany?			Do you think newspapers in Germany reported the same as in Great Britain?	

Misconceptions – learning traps pupils can fall into

✗ Not true	✓ Teach this
The Battle of Britain was fought at the end of the Second World War.	The Battle of Britain lasted from July 1940 until 31 st October 1940.
'The Few' were all British.	Most of the pilots were British, but also included men from New Zealand, Australia, Canada, South Africa, Rhodesia (now Zimbabwe), Belgium, France, Poland and Czechoslovakia. There were even some pilots from the neutral United States and Ireland.
Women didn't play a part in the Battle of Britain.	Women played a vital part through the Women's Auxiliary Air Force and Women's Land Army.

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Dual coded knowledge organisers contain core information for children to easily access and use as a point of reference and as a means of retrieval practise.

HISTORY Year ____ Term ____

INTRODUCE
Battle of Britain

PLACE IN TIME

1920 ← First World War 1914 – 1918 (Germany was defeated)

1940 ← Second World War 1939 – 1945 (Germany and their allies were defeated)

HEADLINES

The Battle of Britain was one of many battles fought in the Second World War.

A pivotal air battle that Britain had to win because the German invasion of Britain was looming.

The Few were the airmen who fought in the Battle of Britain.

Women took an active part in the war, including Women's Auxiliary Air Force and Women's Land Army.

LEADERS

Adolf Hitler

Dictator
German Nazi Party

antisemitic views
hostility and prejudice against Jewish people

Invaded Poland
1st September 1939
Britain at war

Winston Churchill

took over as Prime Minister of the United Kingdom in 1940
France was falling into Nazi occupation
May 1940

MAINLAND EUROPE

The German army led a ferocious campaign to defeat European countries not willing to surrender or join them.

A new type of warfare had been invented by the German armed forces

Blitzkrieg
lightning + war
surprise attack with rapid and overwhelming force

Germany quickly invaded Netherlands, Belgium and Luxembourg

June 1940
Battle of France lost

Britain, supported by countries in its empire, began a defence against the German invasion.

THE BATTLE OF BRITAIN

1940

September 1939
Children, mothers with infants and the frail were evacuated from British cities to rural locations

January 1940
Rationing introduced to ensure food was shared fairly

1st July 1940
Channel islands (Guernsey and Jersey) invaded and occupied by Germans

STARTED → **10th July 1940**
Luftwaffe German air force attacked British supply ships in the English Channel

Hitler prepares **Operation Sea Lion** a landing operation against Great Britain!

GREAT BRITAIN

13th August 1940
Luftwaffe attacked British airfields and factories

BRITISH RADAR identified location of German threat
RAF fighter planes sent to intercept them

24th August 1940
German bombers accidentally bombed houses in London
British bombed city of Berlin
Hitler ordered London and major British cities to be bombed

7th September 1940
BLITZ begins

15th September 1940
Battle of Britain Day
Luftwaffe lost many planes and realised they could not achieve air supremacy

17th September 1940
Hitler postpones Operation Sea Lion

31st October 1940 ← **END**
Battle of Britain ended (although German bombing raids still continued until 1941)

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The sequence of learning makes clear essential and desirable knowledge, key questions and task suggestions for each lesson and suggested cumulative quizzing questions.

Suggested sequence	Learning question	Cumulative questions from quiz					
ESSENTIAL 1	Introduce the three periods of time in the Stone Age.	1 - 4					
ESSENTIAL 2	What were Palaeolithic times like? How do we know?		5-8				
ESSENTIAL 3	What were Mesolithic times like? How do we know?			9 - 16			
ESSENTIAL 4	What were Neolithic times like? How do we know?				17-20		
ESSENTIAL 5	When was the Bronze Age? What was the Bronze Age like? How do we know?					1 - 12	
ESSENTIAL 6	How was the Bronze Age different to the Stone Age?						
ESSENTIAL 7	When was the Iron Age? What was the Iron Age like? How do we know?						1 - 9
DESIRABLE 8 and 9	What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?	Stone Age, Bronze Age and Iron Age					
	<p align="center">World events in the news Enhanced provision to keep an ongoing record of events across the world Weekly Watch or Monthly Monitor to record and notice historical events across the globe.</p>						



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Knowledge notes are an elaboration in the core knowledge found in knowledge organisers.

Knowledge notes focus pupils' working memory to the key question that will be asked at the end of the lesson. It reduces cognitive load and avoids the split-attention effect.

Retrieval practise is planned into the curriculum through spaced learning and interleaving and as part of considered task design by the class teacher. Teaching and learning resources are provided for class teachers so they can focus their time on subject knowledge and task design.

The units are supported by **vocabulary modules** which provide both resources for teaching and learning vital vocabulary and provide teachers with Tier 2 and 3 vocabulary with the etymology and morphology needed for explicit instruction details relevant idioms and colloquialisms to make this learning explicit.

We aim to provide a high challenge with low threat culture and put no ceiling on any child's learning, instead providing the right scaffolding for each child for them to achieve.



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Vocabulary for explicit instruction



Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
ancient	relating to a very long time ago	domesticated	adapted from wild to tame
community	a group of people living together in the same area (a social unit)	arid	little or no rain, barren
dense	covered thickly	gatherer	a person who forages for food
extinct	no longer in existence	nomad	a person who travels from place to place and has no permanent home
roaming	moving about without a set destination	reared	to breed and raise an animal
prehistory	a period of time before any written records	submerged	completely covered in water

Etymology and morphology for explicit instruction



Prefix / Suffix / Root	Meaning	Examples
<i>pre</i>	before	previous, preview, predict
<i>sub</i>	under	submarine, subordinate, substandard
<i>-ity</i>	state of	agility, clarity, fragility
<i>ex</i>	out	exclude, extend, exit
<i>domo</i>	home, master	domestic, domicile, domineer

Relevant idioms and colloquialisms



hit two birds with one stone	to achieve two things with a single action
just a stone's throw away	places that are close to each other
like getting blood from a stone	when something is extremely difficult
a rolling stone gathers no moss	a person who keeps moving on to avoid responsibility and showing they care

Moving beyond



Neanderthals
Homo sapiens



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The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills.

Children will therefore be expected to leave The Good Shepherd Primary School reaching at least age related expectations for History. Our History curriculum will also lead pupils to be enthusiastic history learners, evidenced in a range of ways, including pupil voice and their work.