



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

OUR LADY IMMACULATE
CATHOLIC ACADEMY TRUST



THE GOOD SHEPHERD CATHOLIC PRIMARY
SCHOOL

HISTORY

SUBJECT INTENT

2023 - 2024



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Curriculum Intent – HISTORY

2023 - 2024

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



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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

Implementation

Our History curriculum 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.

What do we teach?

EARLY YEARS

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 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'.



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Specific Area of Learning Jnderstald	People, Culture and Communities	How this is achieved in EYFS	History KS1
	Past and Present		
	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. Learning about the family traditions of children in class from different cultural backgrounds. Remembrance Day Bonfire Night – Guy Fawke/ other celebrations Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Use of the remember when line/cultural capital journey wall Polar Bear non fiction - cubs learning from their mother related to their own learning over time- eg My mum taught me to ride a bike, My teacher taught me how to read. (Related to things I could not do as a baby but can do now) Old Bears- A.A Milne/ Christopher Robin Historical Figure famous author old photograph Time line of key texts Nursery Rhymes History Links 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally



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KEY STAGE 1

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.



LOWER KEY STAGE 2

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.

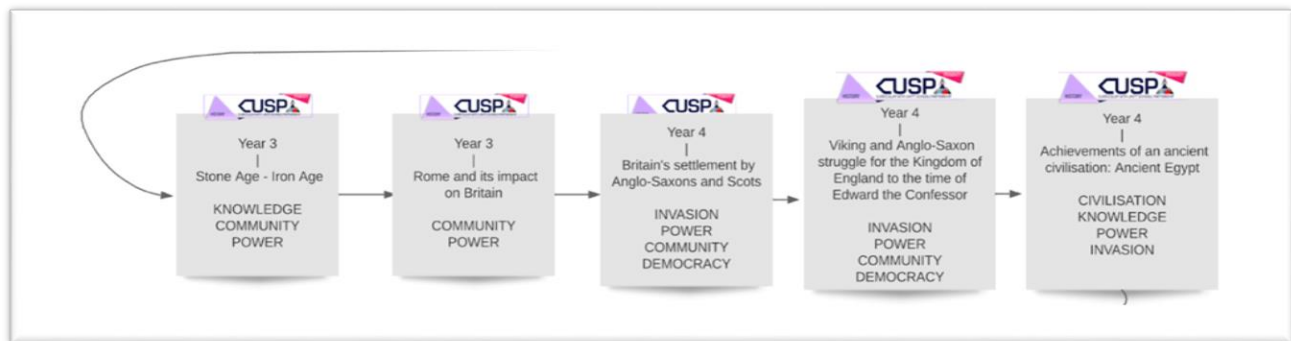
Studies of how Britain was settled by Anglo-Saxons and Scots gives a focus on cultural change and the influence of Christianity. Pupils study how powerful kings and their beliefs shaped the Heptarchy of Anglo-Saxon Britain

CUSP also focuses on the Struggle for throne of England through a study of the Vikings,



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their origins, conquests and agreements with English Anglo-Saxon kings to settle and dwell in the region known as Danelaw.



UPPER KEY STAGE 2

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.

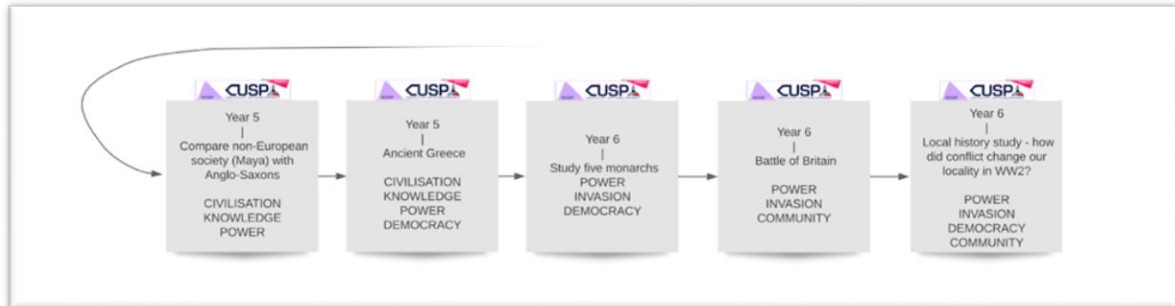
Pupils also study Significant monarchs after 1066. Five kings and queens are a focus of a depth study and comparison, drawing on their beliefs, actions and understanding their legacy.

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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How do pupils learn

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.



Overview of Knowledge

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.



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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? Do you think newspapers in Germany reported the same as in Great 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?				



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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Knowledge Organisers

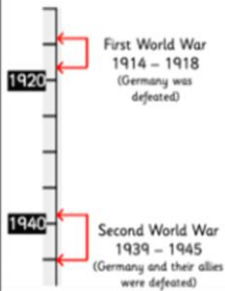
Dual coded knowledge organisers contain core information for children to easily access and use as a point of reference and as a means of retrieval practise.

**HISTORY**

INTRODUCE
Battle of Britain

Year ____ Term ____

PLACE IN TIME



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



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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**CUSP**

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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?						
ESSENTIAL 6	How was the Bronze Age different to the Stone Age?					1 - 12	
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					
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.							



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Knowledge Notes

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.





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Retrieval Practise

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.

Friday 20th January, 2023

Who was Alexander the Great and why was he so renowned?

Alexander the Great
336 BC – 323 BC
reigned as an exceptional king of Ancient Greece



taught by **Aristotle**
(brilliant philosopher)

united warring city-states
→||←
continued his father's old plan to invade and conquer his born enemy – Persia
his army 4x bigger than the Greek army
he had superior battle tactics; he never lost

Give one get one:

- Ancient Greek olympics were not recorded on paper. ✓
- They did the olympics naked. ✓
- You were awarded an olive crown if you won. ✓



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Vocabulary

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.

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
pre	before	previous, preview, predict
sub	under	submarine, subordinate, substandard
-ity	state of	agility, clarity, fragility
ex	out	exclude, extend, exit
domo	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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Impact

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.

How do we know what children have learned?

- Questioning
- Pupil Book Study talking about learning with the children
- Talking to teachers
- Low stakes 'Drop-in' observations
- Quizzing and retrieval practise
- Feedback and marking
- Progress in book matches the curriculum intent

Example of quiz



Name _____
Date _____

Score _____

Battle of Britain

1. When did Britain declare war on Germany?
1 POINT

(A) 3rd September 1938.
(B) 3rd September 1939.
(C) 3rd September 1940.
(D) 3rd September 1941.

2. Hitler was...
(CHOOSE 3)
3 POINTS

(A) anti-Semitic.
(B) elected to power.
(C) a dictator.
(D) the leader of the Nazi Party.
(E) a leader who believed in democracy.





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Pupil of Study

January 2022

Thursday 19th January 2022

Sutton Hoo Burial

Archaeologists discovered the burial site

1939 archaeologists unearthed the burial site

revealed fantastically rich grave goods

- iron battle helmet
- gold and silver coins
- gaming bone
- silver dishes
- iron knife (Sax)

Archaeologists think this burial could be King Raedwald

King of East Angles

AD 625-627

Anglo-Saxons also gave us place name endings that remain with us today. Here are some:

ham = **hame** - Chichester

ford = **ford** - Lutterworth

den = **den** - Preston

bury = **bury** - Bury

This picture was found in an ancient Anglo-Saxon manuscript

List three things it tells you about Anglo-Saxon life. List three things it does not tell you about Anglo-Saxon life.

I can tell from this picture that they spent a lot of time on horses and had lots of swords, to grow crops. I can also tell they loved their animals and had a big connection.

I can see that it doesn't show weapons they might have and it doesn't show where they might live.

These Anglo-Saxon rings were found in Yorkshire and by the River Thames.

1. What are they made from?
2. Explain why so much Anglo-Saxon jewellery has been found.

What clues do you get from these rings about Anglo-Saxon art?

I think these are made of metal, because they are circular and the lines of the texture. I think lots of Anglo-Saxon jewellery has been found because if there was a war they could bury them to keep them safe. From these rings I can tell that the Anglo-Saxons cut grass to have lots and lots of food.

Urban, archaeologists do not use artefacts in one piece. They must piece artefacts together and hypothesise about missing parts. To work out what the object might be. Can you work out what these Anglo-Saxon artefacts might be? Explain how you know.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783.

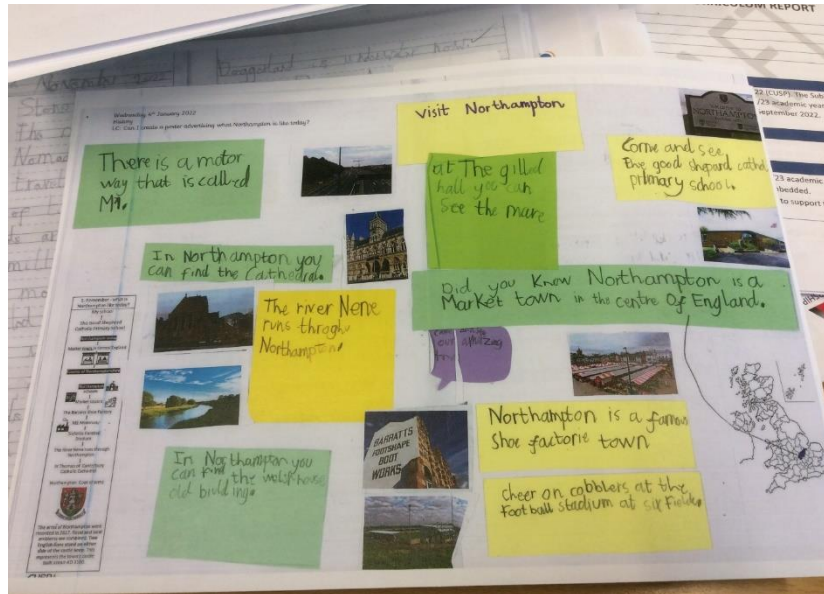


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Examples of Learning



Year 4 Viking Day



Year 2 visit Northampton Town Centre



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Year 6 visit Duxford Imperial War Museum



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