

# History Curriculum at Brownlow Fold

## The Learning Challenge



The Learning Challenge concept is built around the principle of greater **learner involvement** in their work. It requires deep thinking and encourages learners to work using a question as the starting point. In designing the curriculum, teachers and learners are using a **prime learning challenge**, expressed as a question, as the starting point. Using the information gained from pre learning tasks and our school context, a series of **subsidiary challenges** are then planned. Each subsidiary learning challenge is also expressed as a question. Importantly, the learning challenges need to make sense to the learners and be something that is within their immediate understanding.

Within each Learning Challenge unit of work, we always include a **'Green for Growth Challenge.'** These challenges are designed to enable pupils to work at greater depth within a particular unit. Some of the characteristics of a child who is working at greater depth might include:

- Working independently
- Applying what they have learned in one area of a subject to other areas
- Applying their knowledge consistently, confidently and fluently
- Being able to explain what they have been doing to others, including teaching other children what they have learned.

**Pre-learning tasks** to ensure that our pupils are directly involved in the planning process. Well planned pre-learning tasks to help bring out what our pupils already know; what misconceptions they may have and what really interests them. Our teachers then take account of the outcomes from pre-learning tasks to plan the subsidiary learning challenges for each major area of study.

# Empowered Learners

By adopting the 'Empowering Learning' skills, we recognise the impact that personal skills can have on the academic success and well-being of our children. They play a vital role in developing the ability of learners to enjoy and reflect on their learning across the curriculum. The six areas for personal development; Self-Management, Effective Partnership, Resourceful Thinkers, Reflective Learners, Independent Enquirers and Team Workers; form what we class as personal skills which are worked upon throughout a child's time at Brownlow Fold Primary School.

## **Self-Manager**

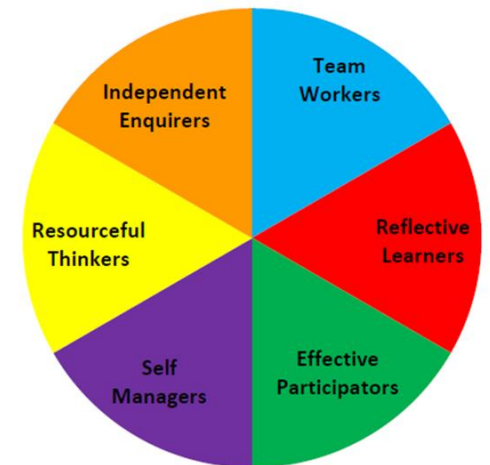
- Ability to organise themselves and work out goals and priorities
- Show personal responsibility, initiative, creativity and enterprise
- Anticipate, take and manage risks
- Commit themselves to learning and self-improvement
- Respond positively to change

## **Effective Participators**

- Engage actively with issues that affect them and those around them.
- Play a full part in the life of the school
- Take responsible action to bring improvement for others as well as themselves
- Discuss issues of concern, seeking resolution
- Present a persuasive case for action
- Propose practical ways forward
- Try to influence others, negotiating and balancing diverse views

## **Resourceful Thinker**

- Think creatively by generating and exploring relevant ideas, and making original connections
- Find links and see relationships



<b>Reflective Learner</b>	<ul style="list-style-type: none"> <li>▪ Explore and experiment with resources and materials</li> <li>▪ Ask 'why', 'how' and 'what if' questions</li> <li>▪ Apply imaginative thinking to solve a problem</li> <li>▪ Try different ways to tackle a problem</li> <li>▪ Work with others to find imaginative solutions and outcomes that are of value</li> <li>▪ Evaluate their strengths and limitations as learners</li> <li>▪ Review their work and act on outcomes</li> <li>▪ Set themselves realistic goals and criteria for success</li> <li>▪ Monitor their own performance and progress</li> <li>▪ Invite feedback and deal positively with praise, setbacks and criticism.</li> <li>▪ Make changes to improve their learning</li> <li>▪ Communicate their learning in relevant ways to different audiences</li> </ul>
<b>Independent Enquirer</b>	<ul style="list-style-type: none"> <li>▪ Gather, process and evaluate information in their investigations</li> <li>▪ Plan what to do and how to go about it</li> <li>▪ Draw conclusions and evaluate outcomes</li> <li>▪ Take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes</li> <li>▪ Use a range of techniques to collect and organise information</li> </ul>
<b>Team Worker</b>	<ul style="list-style-type: none"> <li>▪ Work confidently with others, adapting to different contexts and taking responsibility for their own role</li> <li>▪ Listen and take account of others' views</li> <li>▪ Form collaborative relationships, resolving issues and reaching agreed outcomes</li> <li>▪ Adapt behaviours to suit different roles and situations</li> <li>▪ Show fairness and consideration towards others</li> </ul>

### Green for Growth

#### Challenge

Can you create a PowerPoint presentation that explains how the invasion of the Anglo-Saxons and Scots impacted upon life in Britain?

### Prime Learning Challenge

#### Britain's settlement by Anglo-Saxons

**Can you find out why the Anglo-Saxons invaded Britain and where they came from?**

### Big Question



### Small Questions

Which help to answer the big question.

Can you describe why, where and when the Scots and Anglo-Saxons invaded Britain?

Can you explore the impact of the Anglo-Saxons on place names in Britain?

Can you describe a typical Anglo-Saxon village and explain what jobs the people did?

Can you analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture?

Can you explain the religious beliefs of the early Anglo-Saxon people and describe some of the gods they worshipped?

Can explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity?

### Key Vocabulary

Angles	Saxons	Jutes	Frisians	Scots
Christianity	worship	artefact	culture	paganism



## Empowered Learner Links



### Resourceful Thinker

- I can ask questions to check my understanding.
- I am tenacious when things get difficult.
- I can sort and classify information and check it for accuracy.
- I can draw inference and make deductions from a range of sources.
- I can give alternative solutions or explanations.

## Growth Mindset Links

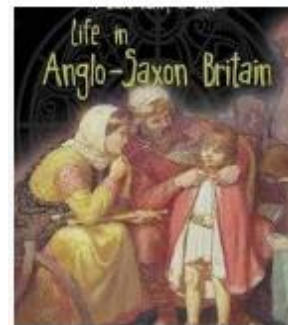


## Cross-Curricular Writing Opportunities

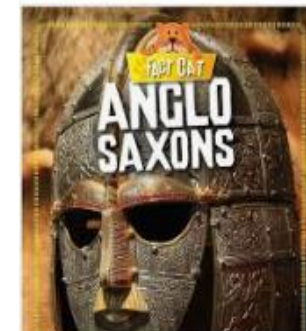


- An explanation text about Anglo-Saxon Village life using ICT to publish for class display.

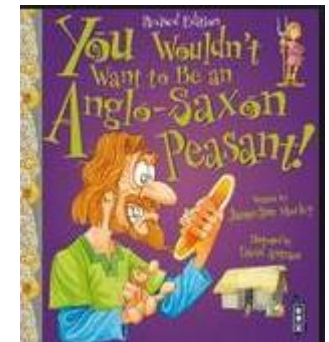
## Text



Non-Fiction



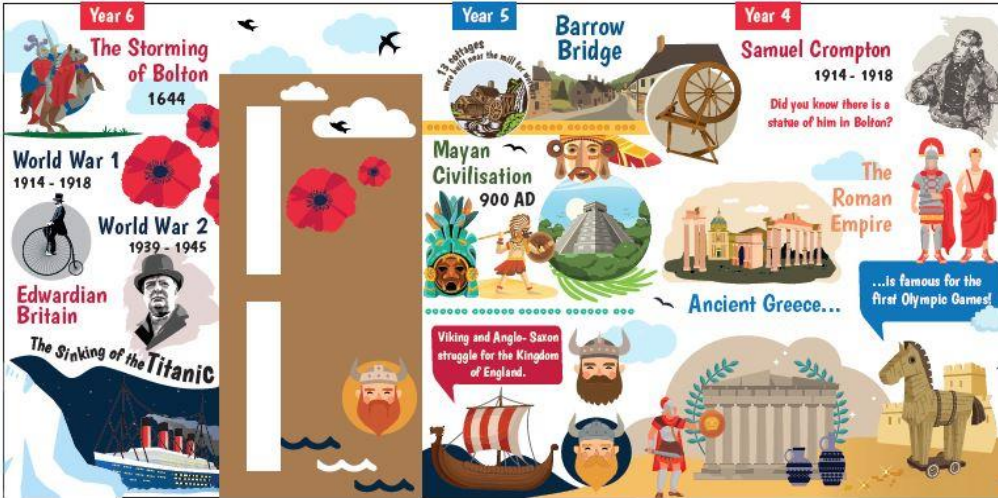
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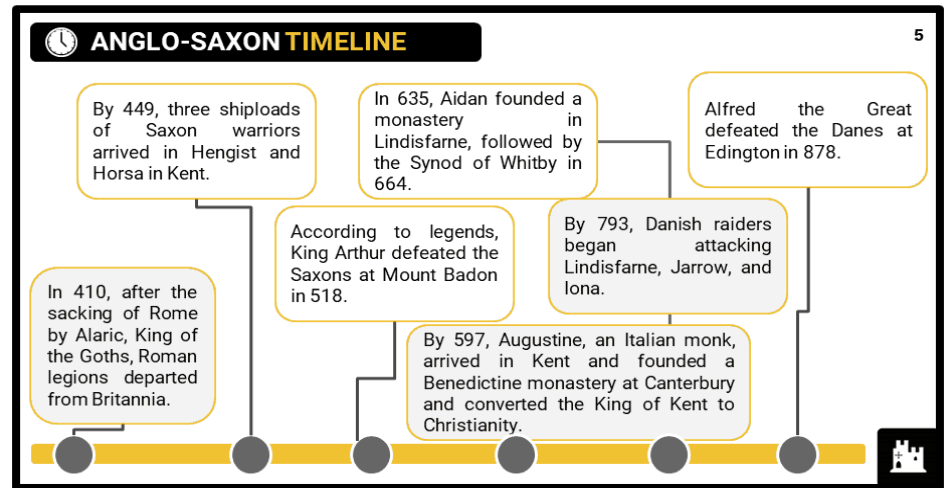
Non-Fiction



## Our History Curriculum



## Timeline



## Significant people and places

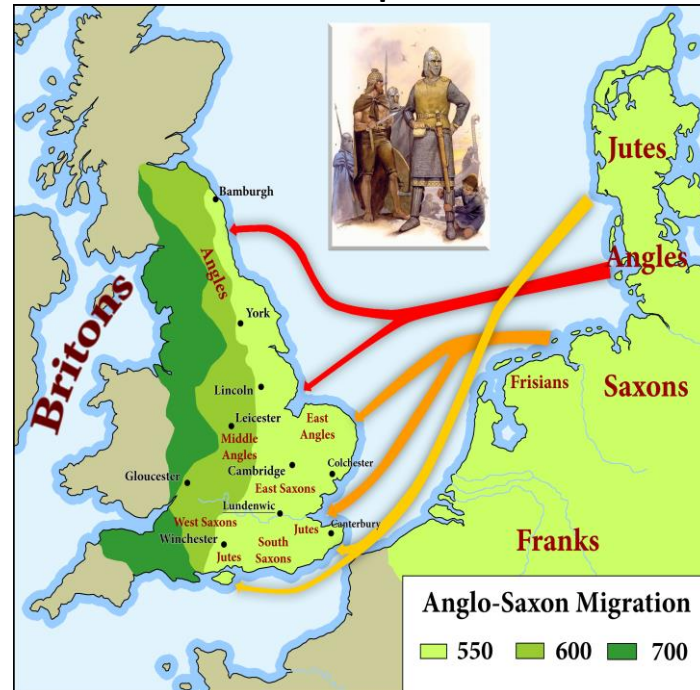


Harold II, the last Anglo-Saxon king



Sutton Hoo, Suffolk  
Saxon burial grounds

## Map



## Sticky Knowledge – the 4 W's

## Who?



## The Anglo-Saxons

## Where?



## Anglo-Saxon Britain

## When?



From AD 410 to 1066

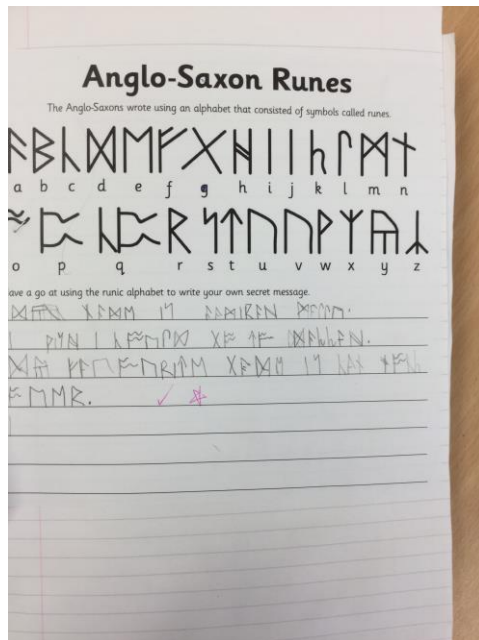
## What?



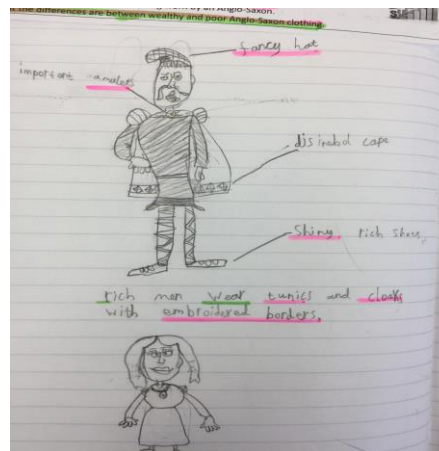
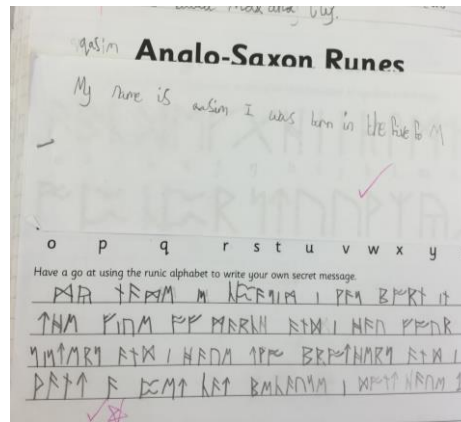
## Spellbinding Poetry

## Assessment Criterion

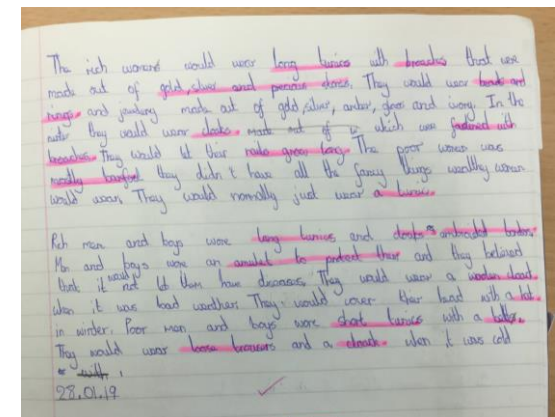
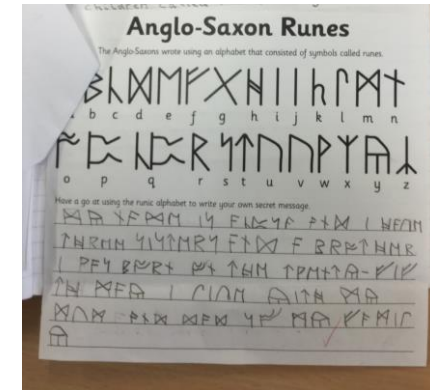
### Emerging



### Expected



### Exceeding



### Enrichment opportunities

- To re-create a historical dig in role as archaeologists.

### Home Learning/Parental Links

- Visit [www.bbc.com/bitesize/topics/zxsbcdm](http://www.bbc.com/bitesize/topics/zxsbcdm) or <http://www.primaryhomeworkhelp.co.uk/saxons.htm> to find out about The Anglo Saxons.
- To write your name and address in Anglo-Saxon Runes.



### Green for Growth Challenge

Can you write a balanced argument to discuss the validity of the Bayeux Tapestry using evidence, stating your opinion at the end?

## Prime Learning Challenge

# The Viking and Anglo-Saxon struggle for the Kingdom of England Who was Edward the Confessor?

## Big Question

## Small Questions

Which help to answer the big question.

What happened during the Viking invasion at Lindisfarne?	Where did the Vikings finally settle and why?	How did the Vikings live their lives in Britain?	How did the Vikings communicate in writing?
Who was Ethelred the Unready? Who was King Cnut?	How did Edward the Confessor become king of Britain?	What happened when King Edward had no heir to the throne?	Can I use primary and secondary sources to explore the validity of the Bayeux Tapestry?

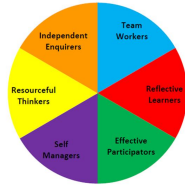


## Key Vocabulary

Heir	Savage	Pillage	Primary source	Secondary source
Tapestry	Validity	Settlement	Battle of Hastings	Lindisfarne



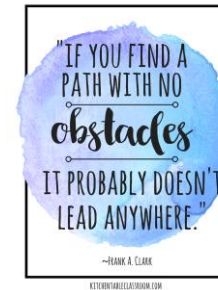
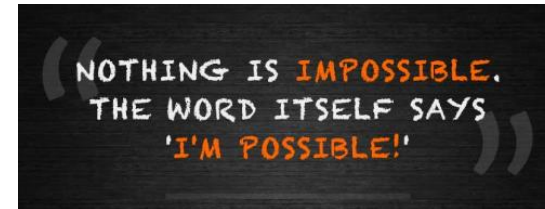
## Empowered Learner Links



### Self Manager

- I recognise risks that may be involved when tackling my work.
- I can organise things well, including resources and others, when working independently.
- I appreciate how learning can happen from mistakes.
- I can use success criteria to check on how successful a task has been.
- I am happy to persevere even when the solution is not easily at hand.

## Growth Mindset Links



## Cross-Curricular Writing Opportunities



- Explanation text of how night and day is created.
- Non-chronological report about the life of a Viking in Britain.

## Text



## Our History Curriculum



## Timeline



## Significant people and places

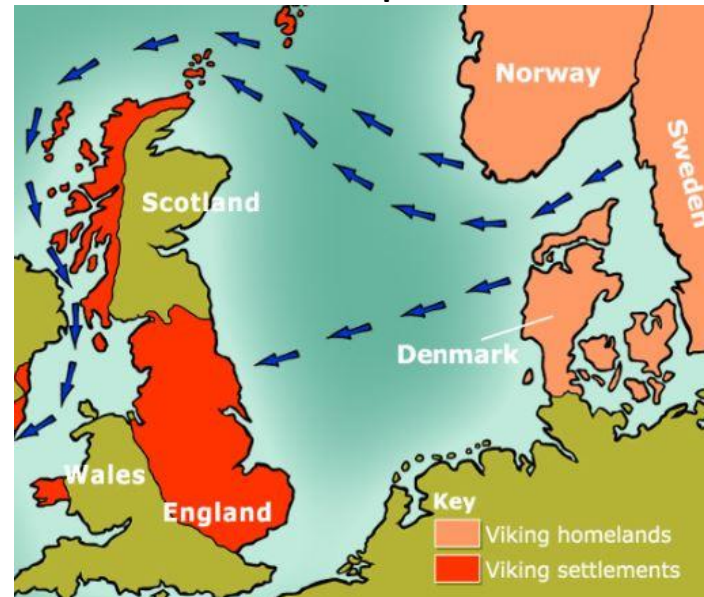


Alfred the Great, King of Wessex from AD 871 to 886



The Battle of Hastings, 1066

## Map



The Vikings came from Scandinavia: Denmark, Norway and Sweden

## Sticky Knowledge – the 4 W's

### Who?



The Vikings

### Where?



Britain

### When?



From AD 793 to 1066

### What?



Raiding and pillaging



## Assessment Criterion

### Emerging

I can explore a primary source to help develop my understanding of an event that occurred:-

#### Source Investigation – The Bayeux tapestry



1. How can you tell that the source is of a battle scene?

Because there are soldiers and they are holding weapons and also there are horses and there are battles. ✓

2. What weapons are they using?

- a. Spears ✓
- b. Swords ✓
- c. axe ✓

3. Why do you think the tapestry was made?

Because maybe they would people to know what happened or it maybe it was an important battle. ✓

4. How useful do you think the Bayeux Tapestry would be to historians? Explain your answer.

I think it will mean a lot because it might be useful and interesting so they could gather up information. ✓

### Expected

#### Source Investigation – The Bayeux tapestry



1. How can you tell that the source is of a battle scene?

Because people have weapons and they are using the weapons. ✓

2. What weapons are they using?

- a. Swords ✓
- b. Spears ✓
- c. Shield and crossbow ✓

3. Why do you think the tapestry was made?

To show historians that happened in the Battle of Hastings & they have no idea what happened in the Battle of Hastings. ✓

4. How useful do you think the Bayeux Tapestry would be to historians? Explain your answer.

Very useful because it shows historians what happened in the past and they use it in a museum. They also put information in books and they might find things because of the Bayeux Tapestry. ✓

### Exceeding

I can decide if a source is primary or secondary and state why:-

I can comment on the reliability of a source:-

Can we really rely on evidence from the Bayeux tapestry?

Yes

No

- Yes, because it could have made by the people at that time.
- Because it was made by Edith of Wessex, who is a famous person.
- The people who were in the war could tell the semesters to make it.

- In 1842, the tapestry was repaired because it was broken, it is not reliable because two panels from it are gone.
- Because, the people in the war could have told lies because they didn't have saw the whole war.
- Because, the people who repaired it could have not repaired it all.
- Because, it was originally made in England and the semesters could have told to write some false things the Battle of Hastings.

My final answer is no because there are things that are missing from the tapestry such as missing panels and Edith could tell the most lie. ✓  
could tell ✓  
must have told wrong.

## Enrichment opportunities

- Cross curricular links to computing using Morfo to become one of the kings.
- Re-enacting the Viking invasion at Lindisfarne.

## Home Learning/Parental Links

- Researching and drawing Norse art

**Green for Growth Challenge**  
Can you write a letter in role as an archaeologist, explaining your findings from a recent excavation at an Ancient Mayan landmark?

## Prime Learning Challenge

### Who were the Mayans?

## Big Question



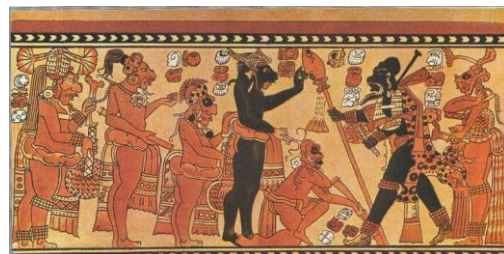
## Small Questions

Which help to answer the big question.

Can you write a 'Welcome to the Maya' information leaflet?	Can you explore the religious beliefs of the Maya people?	Can you understand how the Maya number system works?	Can you identify and use a range of evidence sources to help you understand more about the Maya civilisation?
Can you explain what the Maya writing system consists of, how words are constructed and what codices are?	Can you describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant?		

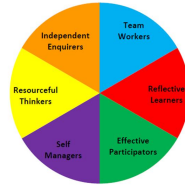
## Key Vocabulary

Creation	Avocado	Hieroglyphs	Codices	Civilisation
Stelae	Astronomy	Monument	Pyramid	Temple





## Empowered Learner Links



### Resourceful Thinker

- I can link ideas from different learning challenges to solve problems and present my findings.
- I am happy to persevere even when the solution is not readily available.
- I understand the difference between a task that is too difficult and one that requires me to think more deeply.
- I know the difference between sensible risks and a fool-hardy risk.

## Growth Mindset Links

**"IT DOES NOT MATTER  
HOW SLOWLY YOU GO  
SO LONG AS YOU  
DO NOT STOP."**

-CONFUCIUS

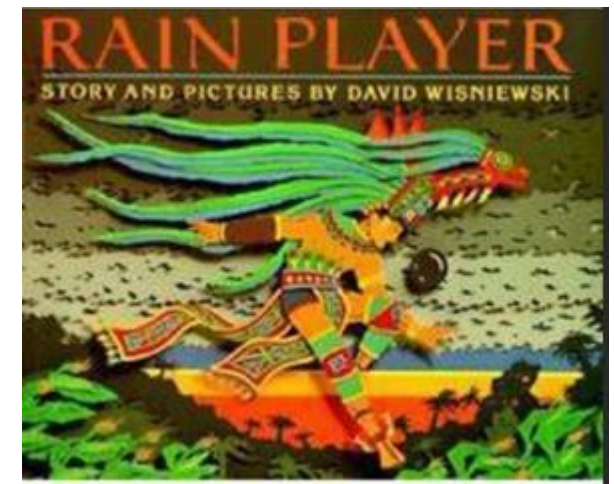
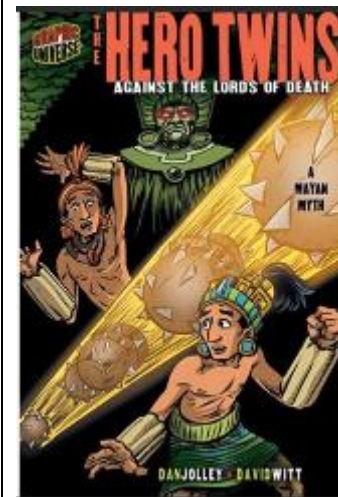


## Cross-Curricular Writing Opportunities

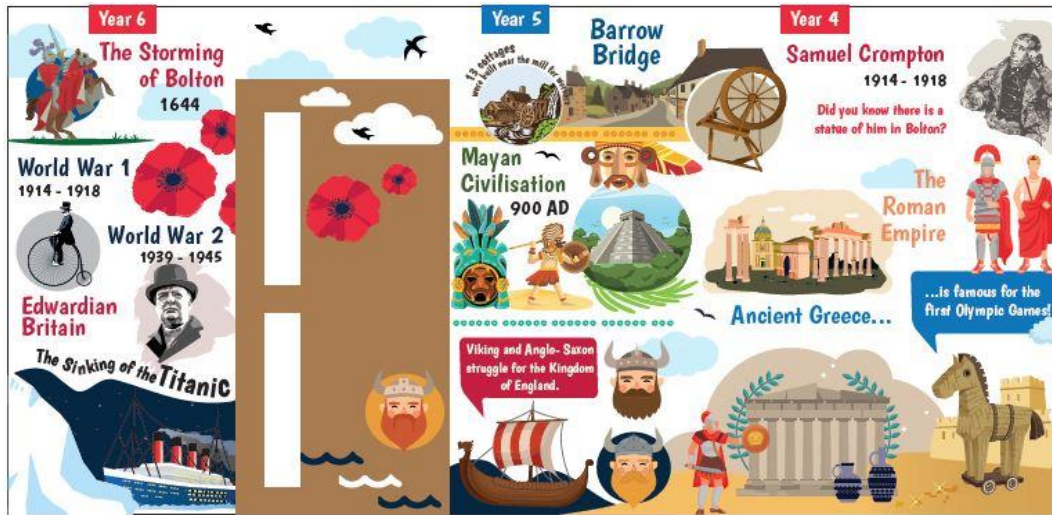


Writing myths linked to a Mayan myth

## Text

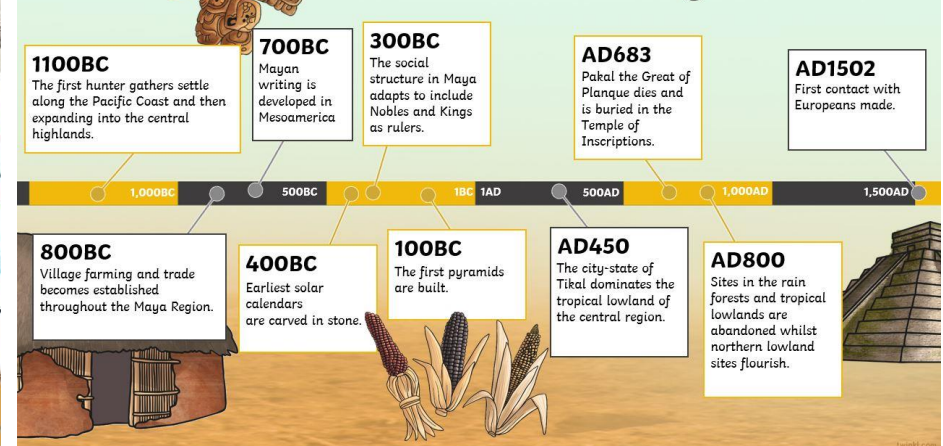


## Our History Curriculum



## Timeline

### Ancient Maya Timeline



## Significant artefacts and places



A Mayan Calendar



Ruins at Chichen Itza, Mexico

## Map



The Maya Civilization is located in present day Central America

## Sticky Knowledge – the 4 W's

### Who?



The Mayans

### Where?



Central America

### When?



From 1100BC to AD1502

### What?



Advanced writing system

Assessment Criterion		
Emerging	Expected	Exceeding

<p><b>Enrichment opportunities</b></p> <ul style="list-style-type: none"> <li>• Making foods linked to the Mayans</li> </ul>	<p><b>Home Learning/Parental Links</b></p> <ul style="list-style-type: none"> <li>• Researching and sketching Mayan temples</li> </ul>
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**Green for Growth  
Challenge**

Can you create a comic  
strip of key events in  
the history of Barrow  
Bridge?

**Prime Learning Challenge**

**A local history study**

**How has Barrow Bridge impacted on our local area?**

**Big  
Question**

**Small  
Questions**

Which help to  
answer the big  
question.

What and where is Barrow  
Bridge?

Why was Barrow Bridge  
created by John and Robert  
Lord?

Who were Thomas Bazley  
and Richard Gardner?

Can you identify similarities  
and differences between  
Barrow Bridge in the past and  
now?

**Key Vocabulary**

Locality

Mill

Differences

Thomas Bazley

John Lord

Industrial revolution

Similarities

Machinery

Richard Gardner

Robert Lord





## Empowered Learner Links



### Reflective Learner

- I accept different types of feedback and learn from it.
- I make good use of time to reflect on what I have learnt.
- I understand that attitude and behaviour can affect learning, and am prepared to adjust if need be.
- I use a range of criteria to reflect on my own and others work.

## Growth Mindset Links

SUCCESS IS NOT AN  
ACCIDENT, SUCCESS  
IS A CHOICE.

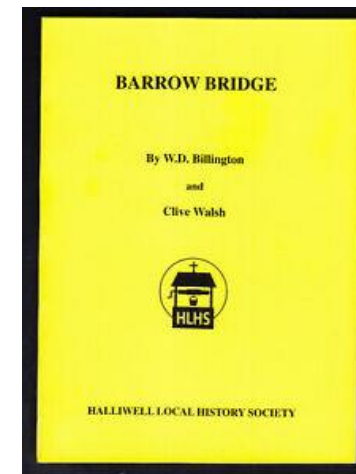
If at first  
YOU DON'T  
SUCCEED...  
**YOU'RE  
NORMAL!**  
- Kid President

## Cross-Curricular Writing Opportunities



- Write a recount of their trip to Barrow Bridge.

## Text

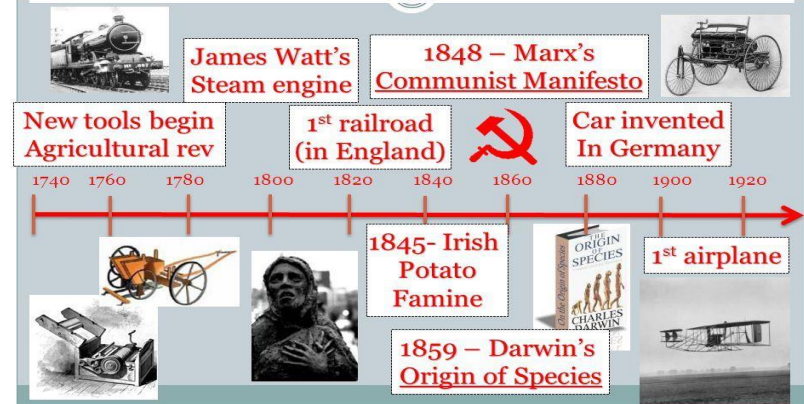


## Our History Curriculum

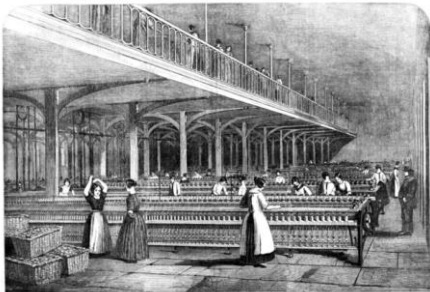


## Timeline

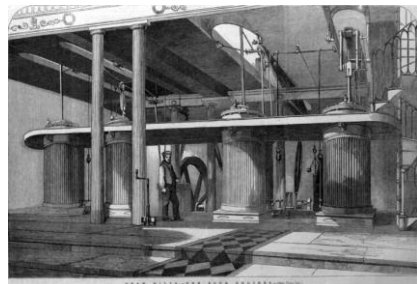
### Timeline of the Industrial Revolution



## Significant places



The spinning and doubling room at Dean Mills



The steam engines at Dean Mills

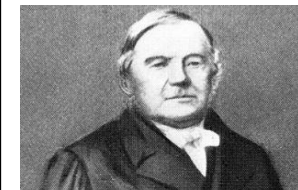
## Map



Can you find Barrow Bridge on this map?

## Sticky Knowledge – the 4 W's

### Who?



Richard Gardner

### Where?



Barrow Bridge

### When?



1830 – Dean Mills built

### What?

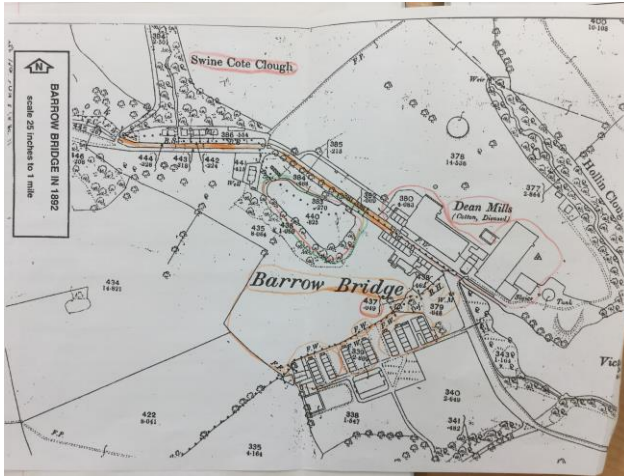


Steam mills

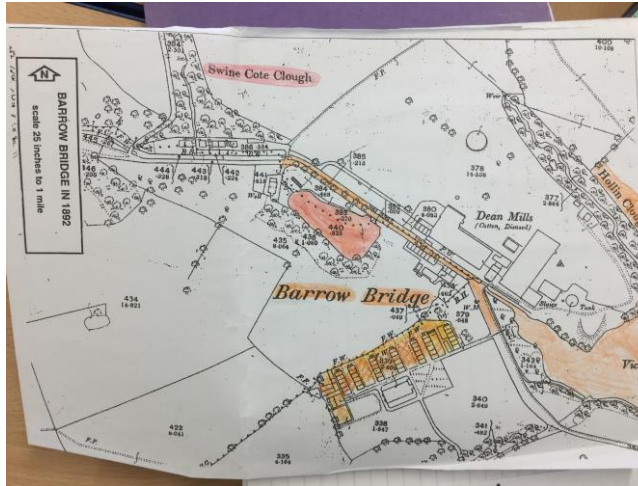


## Assessment Criterion

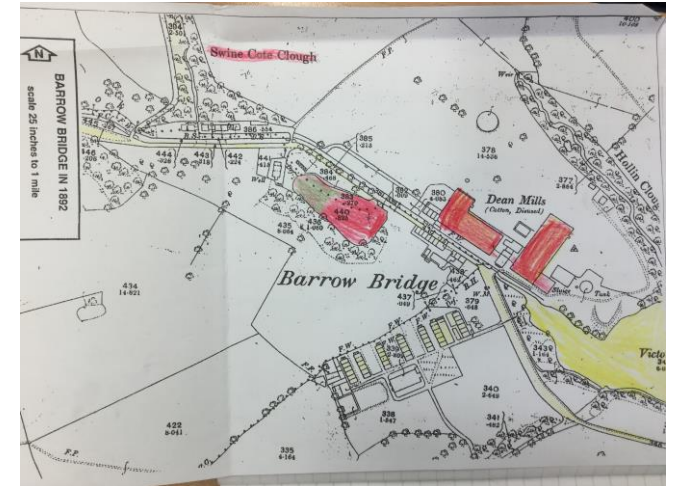
### Emerging



### Expected



### Exceeding



## Enrichment opportunities

- Trip to Barrow Bridge

## Home Learning/Parental Links

- Visit Barrow Bridge and share what you have learned with your family

## Photographic evidence of the curriculum in action at Brownlow Fold

