

The History Curriculum at Brownlow Fold

Ancient Maya Timeline

- 1100BC**
The first hunter-gatherers settle along the Pacific Coast and then expanding into the central highlands.
- 700BC**
Mayan writing is developed in Mesoamerica.
- 300BC**
The social structure in Maya adapts to include Nobles and Kings as rulers.
- AD683**
Pakal the Great of Palenque dies and is buried in the Temple of Inscriptions.
- AD1502**
First contact with Europeans made.
- 800BC**
Village farming and trade becomes established throughout the Maya Region.
- 400BC**
Earliest solar calendars are carved in stone.
- 100BC**
The first pyramids are built.
- AD450**
The city-state of Tikal dominates the tropical lowland of the central region.
- AD800**
Sites in the rain forests and tropical lowlands are abandoned whilst northern lowland sites flourish.

STONE AGE EUROPE

CONTINENTAL EUROPE ABOVE SEA LEVEL

- 16,000 B.C.
- 8,000 B.C.
- 7,000 B.C.

ATION BOOK

1944-45

NAME: _____

DATE: _____

FOOD OFFICE CODE: S.17

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Timeline of the Industrial Revolution

- 1740-1760: New tools begin Agricultural rev
- 1769: James Watt's Steam engine
- 1825: 1st railroad (in England)
- 1845: Irish Potato Famine
- 1848: Marx's Communist Manifesto
- 1859: Darwin's Origin of Species
- 1871: Car invented in Germany
- 1877: 1st airplane

World War II

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Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Strategic Focus: Prioritising Foundational Knowledge, Basic Skills, and the Bottom 20% in Reading

Foundational Knowledge

Our curriculum is built on the principle that secure foundational knowledge underpins all future learning. In the primary phase, this means giving children repeated opportunities to acquire, revisit, and apply core concepts across English and the wider curriculum. We sequence learning so that pupils develop strong recall and understanding of essential subject knowledge, ensuring that no child is left behind in the building blocks of literacy.

Basic Skills

The teaching of basic skills particularly early reading, phonics, vocabulary development, spelling, and handwriting is a non-negotiable priority. We recognise that fluency in these skills is essential to accessing the broader curriculum. High expectations, consistent routines, and carefully structured practice ensure that pupils not only acquire these skills but also gain confidence in using them independently and across subjects.

Addressing the Needs of the Bottom 20% Readers in History

At Brownlow Fold we place a particular emphasis on supporting the lowest 20% of readers. We offer targeted support for the bottom 20% in reading because fluency is essential for accessing the wider curriculum. Without secure reading skills, pupils risk falling behind across all subjects. Early identification and intervention ensure that children receive the support they need to close gaps, build confidence, and develop positive attitudes towards reading.

Key features of our approach to support the bottom 20% readers:

- **Systematic use of assessment** – to monitor progress closely and highlight gaps in knowledge and skills.
- **Structured interventions** – including additional phonics, precision teaching, and guided reading tailored to need.
- **Skilled adult support** – deploying trained staff to deliver intensive, high-quality teaching.
- **Motivation and engagement** – fostering positive attitudes to reading through carefully chosen texts that are both accessible and enjoyable.

We recognise that pupils in the bottom 20% for reading may face additional barriers in accessing history. To ensure equity, we provide targeted support so that weak reading does not limit progress. Key strategies focus on reducing language barriers, supporting comprehension of tasks, and ensuring that all pupils can access the curriculum with confidence.

To address this, we:

- Reduce language barriers by pre-teaching key vocabulary and concepts.
- Support comprehension through scaffolded tasks and visual aids.
- Adapt reading materials to ensure all pupils can engage with historical content.
- Provide adult support during reading-heavy tasks to build confidence and understanding.

This targeted approach ensures that all pupils, regardless of reading ability, can make meaningful progress in History and fully engage with the subject.

Equity and Excellence

Our strategy reflects a moral and professional commitment to equity. We know that reading is the gateway to the curriculum, and we are determined to close the gap for vulnerable learners. By prioritising foundational knowledge, embedding basic skills, and investing in the progress of the bottom 20% of readers, we ensure that every child leaves primary education equipped for the next stage of learning.

Curriculum Design/History Key Teaching Methodology/Strategies

Our History curriculum has been carefully designed so that pupils gain more knowledge over time. Some knowledge is very important, and we return to this regularly to help it 'stick' in pupils' memory. Knowledge learned across the wider curriculum facilitates comprehension. It also helps our pupils gain a broader vocabulary. We know that children are exposed to a richer **vocabulary** base when they access a broad curriculum, and this is very important to their future success.

We have differentiated between three tiers of language:

- **Tier 1 vocabulary:** Everyday words, which might need to be taught explicitly, such as 'good', 'child' or 'Sunday'.
- **Tier 2 vocabulary:** Words which appear across the curriculum but less commonly in everyday speech, such as 'examine', 'deceive' or 'forthright'.
- **Tier 3 vocabulary:** Words which are specific to a subject: for example, in science, pupils need to grasp the scientific meaning of terms such as 'evaporation.'

In our curriculum plans we have outlined the specific vocabulary children need to know, use and remember at each stage in their learning. In designing our History curriculum, teachers and learners use a **prime learning challenge**, expressed as a question, as the starting point. In History the historical period is brought to life in the classroom through physical artefacts and visual stimuli. Using the information gained from **pre-learning tasks** and our school context, a series of **subsidiary questions** are then asked. **Pre-learning** tasks ensure that our pupils are given the opportunity to share what they think they already know about a particular topic. Well-planned pre-learning tasks inform teachers of any misconceptions pupils may have. Teachers ensure that each lesson/unit of work is understood within a wider appreciation of chronology, drawing upon prior learning and timelines as required. Teachers introduce the ambitious end goal/outcome of the lesson/unit, making explicit how the small step fits into the wider learning journey. Knowledge components are shared, which ensures pupils know how they will achieve their outcome by the end of the lesson. Subject specific enrichment opportunities are provided both inside and outside of school such as a museum visit/visit to a historical site/landmark. Teachers ensure that pupils develop knowledge and understanding of the key features and characteristics of the periods studied along with key Historical substantive concepts.

We know that knowledge 'sticks' when links are made between subjects. Webs of knowledge are created in our memories (schema) when we create meaningful links between learning. The more we introduce pupils to related content, the deeper knowledge will be. **Key concepts/knowledge** in each subject are revisited over time. We use the ten evidence-based Principles of Direct Instruction (Rosenshine) to build schema through carefully sequenced **component tasks** leading to **composite tasks**. Teachers model and develop **key knowledge** using the "I do, we do, you do" pedagogical structure. Teachers check **key knowledge** has been retained to the working memory at the end of every lesson, through the use of key questioning. **Retrieval practice** provides opportunities for pupils to practise applying the knowledge they have understood to consolidate understanding and strengthen recall.

The Importance of Retrieval Practice

Retrieval practice — the act of recalling previously learned information — is one of the most effective strategies for strengthening memory and improving long-term learning. Research shows that knowledge is forgotten rapidly if not revisited, a process described by **Ebbinghaus' Forgetting Curve**, which illustrates how retention drops steeply over time without reinforcement. Retrieval interrupts this decline: every time pupils recall information, the memory trace strengthens, making it easier to access in the future. This not only improves recall but also helps pupils transfer knowledge to new situations.

At Brownlow Fold, **retrieval practice is a high priority across all areas of the curriculum**. We believe that remembering more leads to knowing more, and we have embedded strategies to ensure pupils revisit and apply prior learning regularly.

Whole-School Approaches

Retrieval Alley

To support retrieval, we have created a **Retrieval Alley** — a corridor that acts as a “memory chamber,” bringing key learning to the forefront of pupils’ minds. Each half term, one year group fills the alley with essential knowledge in an interactive way. Other classes create their own ‘mini chambers or displays within their classrooms’, ensuring retrieval is embedded throughout the school. Each class has a **‘Key Knowledge Box’** containing essential facts, concepts, and vocabulary pupils are expected to retain. These boxes provide clarity on core learning, strengthen long-term retention, and ensure curriculum continuity across the school.

Autumn One – Year Four Memory Chamber Autumn Two - Year Five Memory Chamber	Spring One - Year Six Memory Chamber Spring Two - Year Three Memory Chamber	Summer One - Year Two Memory Chamber Summer Two - Year One Memory Chamber
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Brownlow Fold Primary School

Congratulations



Knowledge is power.
Travel back to bring it forward.

You are a Brownlow Fold **Time Traveller** of the Week because you successfully discussed your previous learning, consolidated your understanding and strengthened your recall.

Link	Learn	Know	Retrieve	Apply



Brownlow Time Traveller

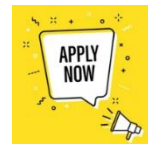
To strengthen retrieval practice across the curriculum each class awards a 'Time Traveller of the Week' certificate. Pupils revisit prior learning (travelling back in time).

Teachers look for children who:

- Deliberately connect current lessons to previous units
- Recall key facts, vocabulary and methods with increasing accuracy
- Explain how their prior knowledge helped them today
- Show effort and a positive attitude during retrieval activities

Curriculum-Based Retrieval

- Green for Growth Checks: At the end of each unit, pupils complete a post-learning task to showcase their knowledge and demonstrate depth of understanding.
- Knowledge Organisers: Each unit (subject dependent) is supported by a knowledge organiser that highlights the Key Knowledge in bold. This knowledge is retrieved regularly and applied to future learning across the curriculum.
- The **Learning Cycle (Learn – Know – Retrieve – Apply)** ensures pupils build on prior knowledge, develop understanding, recall and strengthen key concepts, and confidently apply them to future learning.

<u>Link</u>	<u>Learn</u>	<u>Know</u>	<u>Retrieve</u>	<u>Apply</u>
				
Focus on prior knowledge through pre learning questions ▪ Within the same subject ▪ Within another subject ▪ From personal experience	Use the prime learning challenge, expressed as a question. Use the information gained from pre-learning tasks and our school context, to answer the subsidiary questions	Use the Knowledge Organisers and the Green for Growth Check	Link ideas to existing knowledge and organise into mental models/schemata	Apply knowledge to future learning

These approaches ensure pupils are consistently **learning, knowing, retrieving, and applying** knowledge, making connections across the curriculum and strengthening long-term memory.

Within our History curriculum, retrieval practice is embedded systematically to ensure that pupils revisit and recall prior learning regularly and purposefully. Our approach is designed to make learning "stick" by helping pupils move key knowledge from their short-term to long-term memory, enabling them to make meaningful connections across historical periods and themes.

Aims of Retrieval Practice in History

- To secure foundational knowledge of significant events, people, and periods.
- To promote cumulative learning by revisiting content at regular intervals.
- To improve pupils' ability to make connections across historical topics and concepts.
- To ensure that all pupils, including those with lower prior attainment or barriers to reading, can recall and apply key historical knowledge with confidence.

Key Strategies

Regular, Structured Retrieval Opportunities

- Lessons begin with short retrieval tasks such as recap questions, true/false statements, and quick quizzes.
- Retrieval includes content from both the current and previous units to promote spaced practice and interleaving.
- Each unit is supported by a knowledge organiser outlining key facts, vocabulary, and timelines.
- These are used to support home learning, guided practice, and independent revision.
- Retrieval grids allow pupils to recall information from a range of topics studied over time.
- Interactive games and challenges support engagement and reinforce learning in a fun, accessible way.
- Retrieval tasks inform teacher assessment of knowledge retention and understanding.
- Gaps identified through retrieval activities are addressed through responsive teaching and targeted support.

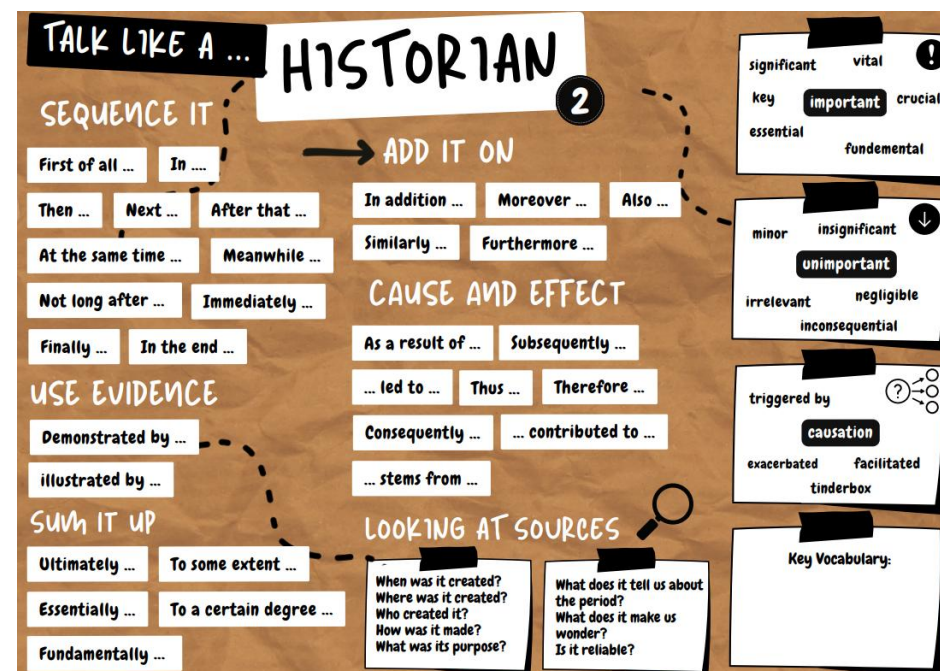
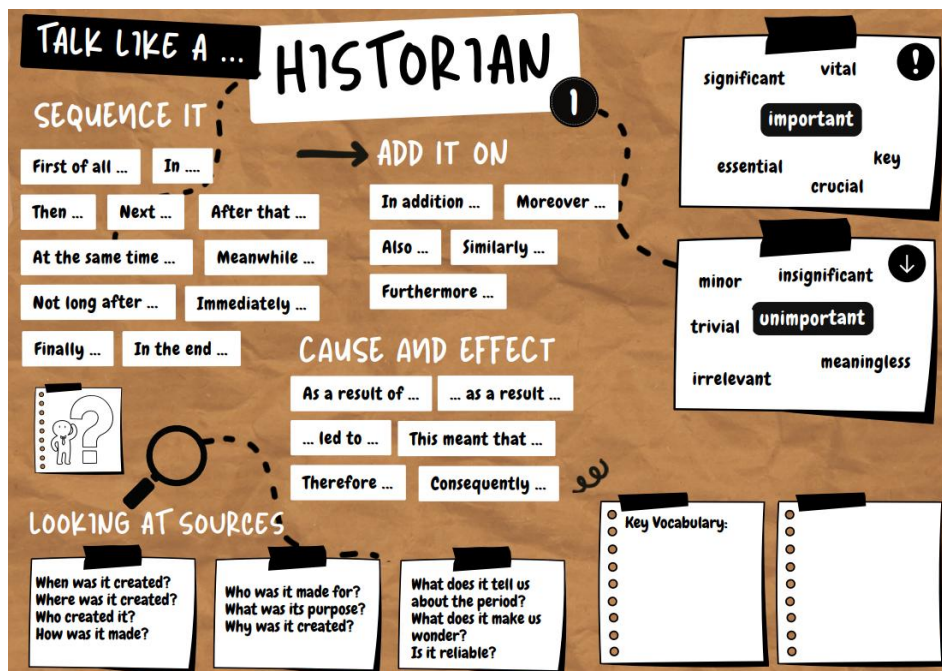
Oracy

At Brownlow Fold, we view **oracy** as a fundamental skill that underpins learning, social development, and future success. Through deliberate teaching across all subjects, pupils are supported to develop strong speaking and listening skills, use vocabulary and grammar accurately, and communicate with clarity and respect. Oracy at Brownlow Fold not only supports academic achievement, critical thinking, and deeper understanding, but also builds confidence, empathy, and positive relationships. By providing language-rich experiences, we help close attainment gaps, ensuring every child has the opportunity to thrive in school and beyond.

In History, our aim is to nurture **independence, curiosity**, and a deep understanding of the past through high-quality History teaching. We strive to develop young historians who can not only recall key facts and events, but also **question, interpret, and explain** historical ideas with confidence.

We use **‘Talk like a Historian’** across the curriculum to enable pupils to **articulate their thinking** clearly and use appropriate historical vocabulary and terminology. Through this approach, pupils learn to speak, write, and think like historians — developing the ability to discuss causes and consequences, identify change and continuity, and evaluate evidence and historical sources.

Our teaching encourages pupils to build resilience in their learning, explore different perspectives, and make connections across time periods — helping them to better understand the complexity of the past and its relevance to the present.



At Brownlow Fold, we believe that history should be more than simply learning facts or dates — it should be about developing children as critical, reflective thinkers, further supporting our push on Oracy. Asking children to “prove it” by explaining their reasoning, or responding to prompts such as “How you know?” and “Can you explain?” is a powerful teaching strategy that supports this vision. This approach shifts the focus from fact-recall to deeper thinking, reasoning, and communication. It encourages children to make sense of the past, articulate their interpretations, and engage fully in the process of historical enquiry rather than just memorising content.

By embedding purposeful questioning into our history teaching, we:

- **Develop critical thinking skills** – enabling children to weigh evidence, make connections, and construct arguments.
- **Deepen historical understanding** – ensuring pupils understand the causes, consequences, and complexities of events, not just what happened.
- **Promote historical talk** – helping learners use and apply precise historical vocabulary.
- **Encourage multiple perspectives** – showing that history can be interpreted in different ways, depending on viewpoint and evidence.
- **Support formative assessment** – giving teachers valuable insight into pupils’ understanding, misconceptions, and developing interpretations.

Progression of Historical Thinking and Oracy Questions (EYFS – Year 6)

Supporting confident, reflective, and articulate historians.

EYFS – Understanding the World: Past and Present

Focus: Developing awareness of the past through personal experiences, stories, and key figures

- Who is older – you or Grandma? How do you know?
- What was it like when you were a baby?
- How is this object different from what we use today?
- What do you notice about this picture from the past?
- Can you tell me a story about something that happened a long time ago?
- How have things changed since you were little?

Promotes: Sequencing events, vocabulary of time, comparing past and present, speaking in full sentences.

Year 1 – Exploring the Past: Changes in Living Memory & Key Individuals

- How do you know this is from the past?
- What is the same and what is different?
- Why is this person important?
- How has transport changed over time?
- What happened first, next, and last?
- Can you explain what this picture tells us about life in the past?

Promotes: Sequencing events, vocabulary of time, comparing past and present, speaking in full sentences, making links to local history.

Year 2 – Significant Events & Local History

- Why do we still remember this person/event?
- How do we know what happened?
- Which event/person do you think was more important – and why?
- What has changed and what has stayed the same?
- Can you use clues in this picture to explain what was happening?

Promotes: Chronologic understanding, using historical vocabulary, critical thinking, communication skills, connections to local history.

Year 3 – Ancient Civilisations & Prehistoric Britain

- What can artefacts tell us about life in the past?
- How do we know what happened if no one wrote it down?
- What was different about life in Ancient Egypt/the Stone Age compared to now?
- What does this tell us about what people believed?
- Why might people in the past have done things differently?

Promotes: Confident speaking, active listening and discussion, use of subject-specific vocabulary, reasoning, curiosity-driven dialogue.

Year 4 – Romans and Greeks: Historical Enquiry

- Why did the Romans and Greeks come to Britain and other parts of the world?
- How did life change for people when the Romans and Greeks arrived?
- What sources help us learn about the daily lives of the Romans and Greeks?
- Did everyone experience these changes in the same way?
- How were Roman and Greek beliefs and cultures different from ours?
- Can you explain how Britain and other regions changed during the Roman and Greek periods?

Promotes: Oral reasoning and justification, use of historical vocabulary, discussion and debate, questioning and enquiry skills, collaborative talk.

Year 4 - Non-European Civilisation – Mayan, Anglos Saxons and Vikings

- What made this person/event significant?
- How do we know this happened – what is the evidence?
- Do all sources agree – why or why not?
- What would life have been like for different people at this time?
- Can you explain how this time period shaped our country?
- How do you think people felt during these changes?

Promotes: confident historical speaking, reasoned argument and justification, comparative talk, sequencing an explanation.

Year 6 – Titanic, World War One and World War Two

- What were the main causes – and which was the most important?
- How reliable is this source? Why might it be biased?
- How did this event change the world?

- Can you explain how different people might have seen this event?
- Why might historians disagree about what happened?
- How did this event change the world?

Promotes: critical thinking and structured talk, evaluative speaking, empathy, collaborative dialogue and debate, confident use of vocabulary.

Key Benefits Across All Year Groups

- **Builds** confidence in speaking and listening
- **Deepens** historical understanding **and** reasoning
- **Encourages** children to use evidence to **explain** and **justify**
- **Promotes** multiple perspectives **and** empathy
- **Supports** formative assessment **through** rich dialogue

Teaching and Learning Pedagogy

Principles of Direct Instruction at Brownlow Fold

At Brownlow Fold, our teaching is underpinned by the **Principles of Direct Instruction**: clear modelling, guided practice, frequent checking for understanding, and scaffolded support. Our History aligns closely with these principles, ensuring consistency across our whole-school approach.

Review: Each lesson contains a short review of previous learning to strengthen connections and recall. 	Modelling & Explanations: Models and worked examples are provided to demonstrate learning in action (I DO) 	Guided Practice: Practice is guided by the teacher as pupils begin to practice new learning. Teachers offer support and prompts (WE DO) 	Checking for Understanding: The teachers continuously check for understanding by asking questions and giving feedback. 	Independent Practice: The teacher monitors independent practice, ensuring learning become automatic (YOU DO) 
Small Steps: New material is presented in small steps with opportunities to practise, reducing cognitive overload. 	Questioning: Children are asked lots of questions and responses checked for pupil understanding. 	Scaffolding: The teacher provides temporary support and scaffolds for difficult tasks which is gradually removed. 	High Success Rate: Aim for a high success rate during instruction to build confidence and to promote motivation. 	Review: The teacher facilitates daily, weekly and monthly retrieval practice to strengthen knowledge and promote automatic recall. 

History presents unique challenges, requiring pupils to understand complex concepts like chronology, cause and effect, and interpretation of sources. Rosenshine's principles provide a clear, structured approach to teaching history that helps break down these complexities into manageable steps. By carefully sequencing new material, modelling historical thinking, and providing frequent opportunities for guided and independent practice, we ensure pupils build deep conceptual understanding and strong reasoning skills.

Crucially, the principles also encourage purposeful questioning and regular checks for understanding—strategies that align with our emphasis on oracy and encouraging pupils to explain and justify their ideas. This approach enables us to develop not just knowledge of history, but the ability to communicate historical ideas clearly and confidently.

Begin with a Clear Learning Goal

- In history, this means clearly stating what pupils will know or be able to do by the end of the lesson — for example, *“By the end of today, you will be able to explain why the Romans invaded Britain.”*
- This helps pupils focus on the key historical concepts or skills (cause/effect, interpretation, evidence evaluation).

Review Previous Learning

- History builds cumulatively (e.g., understanding earlier periods helps with later ones).
- Begin lessons by revisiting prior knowledge, like timelines or key facts, to connect new content with what's already known.
- This supports strong schema development, important for complex reasoning in history.

Present New Material in Small Steps with Clear Examples

- Break down historical topics into manageable chunks (e.g., one cause of the Tudor Reformation at a time).
- Use clear, concrete examples—images of artefacts, primary source excerpts, timelines.
- This scaffolding helps pupils grasp difficult concepts before moving to analysis.

Provide Guided Practice

- After introducing new ideas, work through examples with the class: e.g., analysing a source together, constructing a cause-and-effect chain.
- Model historical thinking aloud: *“I notice this source is a letter from a soldier. That means it might show personal feelings, so it could be biased.”*
- This reduces cognitive load and builds confidence.

Check for Understanding Frequently

- Use targeted questioning (like your “How do you know?” and “Can you explain?” prompts) to assess if pupils are grasping concepts.
- Quick quizzes, exit tickets, or discussions reveal misconceptions early.

- This allows for immediate clarification or reteaching.

Obtain High Success Rates

- Aim for pupils to succeed on most tasks to build confidence.
- Scaffold tasks (e.g., sentence starters for historical explanations, source analysis frameworks).
- Celebrate small wins to keep engagement high.

Provide Scaffolds and Support as Needed

- Use graphic organisers like timelines, cause-and-effect chains, or Venn diagrams to help pupils organise historical information.
- Provide vocabulary lists of key terms and sentence stems to develop oracy and writing skills.
- Gradually remove supports as pupils become more independent historians.

Independent Practice

- Give pupils opportunities to apply skills on their own, e.g., writing a short explanation of a historical event, interpreting a source, or comparing different viewpoints.
- This consolidation is key to long-term learning.

Weekly and Monthly Review

- Regularly revisit key historical facts, concepts, and skills to move knowledge into long-term memory.
- Use retrieval practice strategies like quizzes, timelines, or discussions.

In summary, integrating Rosenshine's principles into history teaching at Brownlow Fold ensures our pupils become thoughtful historians who can analyse evidence, consider multiple perspectives, and articulate their understanding effectively.

Adaptive Teaching

All pupils access the same curriculum and are given scaffolds to support. This approach supports high achievement for everyone and raises aspirations for all pupils. Listed below are some of the strategies that a teacher may implement to support children dependent on the area of need. Teachers will also make in-the-moment adaptations such as changing their language, clarifying a task or re-explaining a concept or explaining it in a different way etc

Adapting the curriculum for pupils with SEND in History

Key teaching strategies used to support SEND pupils:

- Artefacts, models and photographs are labelled and accessible.

- Larger print maps and atlases are provided for pupils with visual difficulties.
- Symbols are used to identify specific historical vocabulary.
- Visual history timelines are used.
- Word banks are created and vocabulary is shared on regular occasions.
- Targeted questioning enables adults to check understanding.
- Digital resources are used to remind pupils and help them reflect upon prior learning.
- Accessible history displays are created, linked to the current focus and unit of work being taught.
- Historical explanations are scaffolded using structures such as:
 - "This tells me..."
 - "Both sources..."
 - "In this picture I see..."
- History WAGOLs (What a Good One Looks Like) and writing frames are provided.

Adapting the curriculum for pupils who are more able in History

Key teaching strategies used to support provision for more able pupils:

- Task design: Teachers ensure the right pitch with appropriate challenge to engage pupils, i.e. tasks make them think, not merely do.
- Cutaway: Teachers determine if 'more able' pupils need all of the direct instruction for part of every lesson i.e. they may start the work earlier than the rest of the class.
- Adaptations: task, outcome, resources, how the pupils are grouped etc.
- Ongoing dialogue: Metacognitive approaches are used encouraging the children to reflect on their learning and make decisions
- Applying learning: Time to apply learning in a different context or extend learning, going sideways rather than always upwards.
- Working with others: Pair and group work.
- Beyond the classroom: Opportunities sought beyond the classroom

Statutory Subject Content

EYFS	Key Stage One	Key Stage Two
Nursery Begin to make sense of their own life-story and family's history. Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. ELG 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.	Changes within living memory (where appropriate, these are used to reveal aspects of change in national life) Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements (where some are used to compare aspects of life in different periods) Significant historical events, people and places in their own locality	changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: The Indus Valley, Ancient Egypt

Understand the past through settings, characters and events encountered in books read in class and storytelling.		Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
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How we deliver the Statutory Subject Content

Nursery Begin to make sense of their own life-story and family's history. In Nursery, the children have the opportunity to share photographs of themselves as a baby. We discuss the differences between them as a baby and how they are now. The children also have the opportunity to share photographs and have discussions about their families (linking to relevant texts and stories). Reception Comment on images of familiar situations in the past. In Reception, the children have discussions then and now images of familiar places and objects such as vehicles, schools and homes. Reception Compare and contrast characters from stories, including figures from the past. In Reception, the children make comparisons between then and now images of familiar places and objects such as vehicles, schools and homes. ELG Talk about the lives of people around them and their roles in society. In Reception, the children learn about people who help us (both in our personal lives and within society). The children discuss their families and their jobs and their own job aspirations.	Changes within living memory (where appropriate, these are used to reveal aspects of change in national life) Y1 How people change as they get older Y2 Seaside Events beyond living memory that are significant nationally or globally Y1 First Aeroplane Flight Y2 Great Fire of London The lives of significant individuals in the past who have contributed to national and international achievements (where some are used to compare aspects of life in different periods) Y1 Neil Armstrong, Y2 Monarchy/Castles Significant historical events, people and places in their own locality Y1 Bolton Wanderers Football Club Y2 Warburton's	changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) Year 3 Changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Examples (non-statutory) Y4 The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) Y5 Anglo Saxon Invasion Y5 Edward Confessor King the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Y5 Britain's settlement by Anglo-Saxons Y5 The Viking and Anglo-Saxon struggle for the Kingdom of England a local history study a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) Y3 Fred Dibnah Y5 Barrow Bridge Y4 Samuel Crompton Spinning Mule Y6 Battle of Bolton (English Civil War) a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Y4 Crime and punishment from the Anglo-Saxons to the present Y6 WW2 Y4 Greeks Y6 Titanic the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of
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ELG Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <i>In Reception, the children share Traditional Tales such as Little Red Riding Hood, Jack and the Beanstalk and different nursery rhymes which support and encourage discussions about similarities and differences between now and then.</i> ELG Understand the past through settings, characters and events encountered in books read in class and storytelling. <i>In Reception, the children share Traditional Tales such as Little Red Riding Hood, Jack and the Beanstalk and The Gingerbread man which support and encourage discussions about similarities and differences of settings, characters and events.</i>		the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China <i>Y3 Indus Valley</i> Ancient Greece – a study of Greek life and achievements and their influence on the western world <i>Y4 Greeks</i> A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 <i>Y5 Mayans</i>
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Intent

At Brownlow Fold, our high-quality history education helps pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It inspires pupils’ curiosity to know more about the past. It equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our History curriculum is purposefully constructed to allow children to make links between periods of history and have a good chronological awareness of the past. Our ambition is that all children leave Brownlow Fold with a good understanding of the substantive (historical facts), disciplinary (what it means to be a historian) and chronological knowledge (understanding events in time order) needed to understand the past and how it has shaped the world in which we live today. We want pupils to leave with an enquiring and broad mind and an understanding that the modern world we live in today is moulded by the actions and continuous movements of people from the past. And that our understanding is forever evolving.

Our History curriculum matches the scope and ambition of the national curriculum. In EYFS and KS1, pupils study fewer key concepts which enable deeper understanding as they progress into KS2 and beyond, when the curriculum grows in breadth. The curriculum takes pupils beyond their everyday experiences at the same time as reflecting pupils’ identities. The detail of the history curriculum content is specified so that teachers know exactly what to teach in each topic. Within topics, teachers have identified the most significant aspects of the history content chosen and this is used in retrieval practice sessions. Local history is studied to allow pupils to gain a deep understanding of past events within our locality. Our curriculum plans ensure wide-ranging and expanding substantive knowledge of past events, people and societies in British and wider

world history. Our History plans encourage curiosity and fascination with the world and maximise opportunities for pupils to visit first hand places that have historical significance.

Implementation

All teachers have a secure knowledge of the history content they teach. They give meaningful attention to all categories of knowledge and ensure pupils develop their substantive knowledge of the past and their knowledge of history as a discipline. History teaching makes effective use of prior knowledge, to allow pupils to learn about new periods, events and societies. Chronological knowledge is taught well and pupils build secure chronological frameworks, the use of a physical timeline in each class further supports this. Teachers choose meaningful examples to develop pupils' conceptual understanding; their aim is to deepen, not just extend, pupils' conceptual understanding. Pupils are taught about various concepts and this helps them build up knowledge of how historians worked over time. Pupils are taught about how historians use sources as evidence for claims about the past. All Brownlow Fold staff have high expectations and a high level of confidence and expertise, in terms of both their specialist and up-to-date knowledge and their understanding of effective learning in History. Teaching ensures that pupils are able to make use of their prior learning in moving their historical understanding forward. Teaching in our early years introduces pupils to chronology and simple time lines starting with events in our school day/visual timetables. Vocabulary of past/before, present/now and future/next are introduced and routinely used by staff. Brownlow pupils are exposed to a wide range of fiction and non-fiction texts where they develop their appreciation of historical events. Stories offer an effective way of teaching the knowledge of history. Fictional stories are used to develop pupil's understanding of historical concepts. Teachers check pupils' understanding effectively and identify and correct misunderstandings, planning activities to revisit previously learned content and build up pupils' fluency. Teachers provide various opportunities for recall (building memory to automaticity). Key vocabulary/ terminology is used to ensure that pupils have a good understanding of key historical concepts. Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary.



We use sources to help teach our pupils about each time period/event and the conclusions historians have drawn so they begin to understand how historians have built our current understanding of the past. Within each topic we read fictional books to help immerse children in the time period and also non-fiction texts to help children gather

information and support their learning. We also use our geographical knowledge to place events and civilisations studied to help aid our understanding and help put the events/changes into context. For example Barrow Bridge is both a History and a Geography unit of work for year five pupils.

We focus upon changes within living memory and embedding the understanding of past and present; things haven't always been the same as they are today. Our chosen topics feature in the children's everyday lives through looking at themselves, families and community and occur in regular themes in the books, nursery rhymes and songs they listen to. We use objects, images, stories and songs. Pupils use words to describe the past such as now/then/before/after, sort images into past and present and sequence them on simple timelines from oldest to newest. Each topic forms the basis of many of the key concepts that will be revisited throughout the rest of the history curriculum.

In KS1 we build upon children's understanding that the past is different to now by looking at the changes more in depth. We introduce the idea of sources; explaining what information historians gained from each source. We continue to use themed story books to help immerse children in the topic and use topic books to help children gather knowledge; ensuring we make the distinction between what is fictional and fact. We build on the key concepts introduced in EYFS and also introduce new ones. We look at changes within living memory, significant events and significant people. We build upon children's understanding how life was different in the past; including within living memory and beyond through looking at the first flight, and how travel and transport have changed over time.

We study the 'Great Fire of London' and consider how life was different then. We build on children's prior learning about 'people who help us' in EYFS. Children learn that there was no fire brigade at this time and look at how firefighting equipment was different to now. We revisit the concept of kings/power and look at the king's role in the event. Our pupils consider why we still remember the events through looking at the consequences. We continue to use sources and pupils learn about what historians have concluded about the cause and effect of the fire using paintings, artefacts from the time and eye witness accounts from Samuel Pepys.

We look at another significant event the 'Gun Powder plot'. Children understand the reasons why we still remember it today. We revisit the concept of kings and power and introduce the concept of parliament. We continue our learning about holidays in the past and also introduce the concept of invention and transport. We consider how (the first flight) helped to change holidays. Within this topic we learn about some more significant people – the Wright Brothers and consider why they are remembered today. This is also further explored in DT where children look at the impact of the invention of cars/planes as they make a moving vehicle. Children also revisit what makes a person memorable.

We continue to look at a wide range of sources and explain the conclusions historians have drawn from them. We begin to ask children to discuss the point of view of the source and potential bias to help create the understanding that Historians use a wide range of evidence in order to reach their conclusions. We read stories to children based on the area of history being studied to help immerse them in the period; making a distinction however between the facts and fictions. Topic books are readily available and used by children to gather information and inform their understanding. Each topic begins with a pre assessment of what children know about linked substantive concepts generally and in the context of a time period already studied. At the end of each topic children address the BIG question and complete what they know about the key concepts studied in the topic.

The curriculum is planned so that children begin to build a good understanding of the earliest humans and what life was like and how society and beliefs changed over time, from the very beginning. We study an overview of the earliest civilisations and also the Stone Age through to Iron Age. We look at agriculture and understand that it meant humans could settle for the first time. We build an understanding that once humans settled, leadership and power was needed for the first time and how this impacted upon the need for written language. We then look at the power and leadership progressed beyond these early civilisation through studying the Romans. We look at the impact the Romans had on British society.

We look at early Britain through studying the Anglo Saxons and Vikings. We consider the impact upon how our modern society was created and how it developed over time, relating this to how early civilisations developed and changes that happened. We revisit power and leadership and kingdoms and also invasion. Through studying the Mayans, we compare Mayan society to our modern-day society, drawing upon all our previous knowledge about the development of Britain over time. We revisit the concept of democracy and monarchy, thinking about how this is similar / different to other civilisations we have learnt about. We discuss democracy and government whilst studying Ancient Greece and consider prior learning about the Gunpowder plot.

Learning Beyond the classroom

Within the History curriculum each year group has opportunities to learn through external visitors who come into school and expose the children to History beyond the classroom. We also provide a range of opportunities for History learning to take place out of the classroom whether this is through looking at artefacts, visiting historical sites, museums or monuments. These experiences further develop our children's historical understanding, language development and communication skills as well as give context to their learning. These experiences all link to our bespoke curriculum and give our children a further insight into how their learning can be applied into a range of contexts.

In the Early Years children begin their History journey through understanding their own life-story and family's history. They also begin to recognise and talk about similarities and differences between things in the past and now, developing the beginnings of their historical vocabulary and begin to understand the passing of time e.g. morning and night time.

Year 1 Children continue to develop their historical vocabulary and their understanding of the passing of time. They visit Manchester Airport and the Aviation museum to develop their understanding of how travel and transport have changed over time.

Year 2 As part of their learning linked to Kings, Queens and Castles the children visit the historical site of Clitheroe Castle. Here they take part in a workshop creating a Motte and Bailey Castle and begin to explore similarities and differences.

Year 3 Children take part in a workshop linked to the Stone Age. Here the children take part in a hands on, interactive workshop designed to develop their historical language and discover life in the past through handling artefacts. They further develop their learning linked to Egyptians with a trip to Bolton Museum.

Year 4 Children visit the Grosvenor Museum in Chester to extend their learning about the Romans. Here the children take part in a workshop where they get to handle replica artefacts focusing on archaeology, building Roman Chester and the Roman World. The children also engage with role play to become a Roman Soldier as they carry shields and march through the Chester to the amphitheatre for re-enacting formation training. During the children's local study, they visit Bolton Museum to further their knowledge linked to Samuel Crompton, the industrial revolution and his invention of the spinning mule. They learn about the impact this had on the cotton industry in and around Bolton.

Year 5 During their learning in Year 5 the children visit Tatton Park to immerse themselves in a Living History Day. The children learn about Viking history and their way of life, through engaging workshops and hands on activities. This enhances the children's learning and truly brings the children's learning outdoors as they experience life as a Viking.

Year 6 continues to develop the children's understanding and historical learning linked to World War 1. They visit The Fusilier Museum in Bury where they take part in a hands-on workshop, Keep the Home Fires Burning. During practical sessions the children find out how the First World War affected everyone in Britain. Explore themes such

as propaganda, recruitment, the roles of women, life in the trenches and communication. This session brings the impact of the war to life and develops the children's learning and understanding of life during World War 1.

Other Enrichment Opportunities: Children have the opportunity to take part in forest schools led by the Assistant head teacher.

Formal, summative assessment in History takes place at the end of each foundation subject assessment cycle stating whether children are Well Below, Below, Working Towards, Expected, Exceeding or Working above. Formative assessment takes place continually throughout the year: assessment for learning is used to ensure lessons are pitched appropriately and to inform future planning

Impact

Our History curriculum enables our pupils to develop a sound overview of the past and the ability to analyse it with a critical mind. Our class work shows how our BIG enquiry questions give real purpose and focus to each topic; each lesson planned carefully to address our overall question. Our curriculum map shows a whole school curriculum that has been planned carefully to teach the main historical concepts through a range of contexts in a way that creates links between periods and events. Pupils are therefore able to make connections to previously studied topics and make comparisons. Our Green for Growth assessment and monitoring allow us to see the impact of our teaching, guide future planning and ensure that our standards of teaching are high.

In key stage 1, pupils:

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They use a wide vocabulary of everyday historical terms.
- They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In key stage 2, pupils:

- Secure a rich knowledge of events and can recall these accurately through discussion.
- They will have an appropriate understanding of substantive and disciplinary knowledge which has been taught.
- All pupils can talk about their current learning, accurately remembering key content and most pupils remember prior content accurately from previous years.
- All pupils are evidenced to be making at least good progress in History, as there is monitoring evidence to support the view that pupils know, remember and are able to apply the defined knowledge and skills.
- Most are interested in the world around them and in contemporary issues in society and the environment (Picture News/First News) and realise that history helps us to understand them.

A historian at Brownlow Fold:

- is curious about the past (including periods, places, people and events)
- understands chronology (including how periods, places, people and events across the world coexisted)
- asks questions and investigates lines of enquiry
- uses evidence to learn about the past
- analyses the cause and effect/impact of historical periods, places, people and events
- considers and challenges viewpoints
- shares what they have learned

Different types of knowledge in History

Cause and consequence

How historians construct arguments about the causes and consequences of events.

Change and continuity

How historians construct arguments about the nature, pace and extent of change in the past.

Historical significance

How historians and others attribute significance to past events or people, deeming them worthy of study or attention.

Similarity and difference

How historians construct arguments about the extent of similarity and difference between places, people and groups in the past.

Communication and invention

How historians use evidence rigorously to make historical claims as to how people in the past communicated with each other and how some people were the first to create and use a new method, system or technology.

Sources and evidence

How historians use sources as evidence to answer a question.

Interpretations

How historians construct their accounts of the past, including how and why these differ.

Chronological Understanding

How historians sequence events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past.

Substantive Knowledge in History

Substantive Knowledge immediate topic/period - The aspects of the immediate topic which we emphasise.

Substantive knowledge of abstract concepts like 'empire' and 'king' - They are encountered regularly in history and if pupils have a secure schema for these then they are better prepared to learn new material.

Substantive knowledge of Chronological/period Knowledge - Knowledge of chronology both as an overview (i.e. where does X 'fit in' with what I already know) and features of periods (e.g. warfare, travel).

Substantive Knowledge: Established Facts

Substantive knowledge is the collection of established facts within a subject. It's the content that our pupils **need** to know. In history, it's the facts about significant events, such as the date of the Great Fire of London or in KS2 history, substantive knowledge would include learning about key figures or significant periods like the Industrial Revolution. Substantive knowledge is content-driven and focused on what we know. It's the "what" of a subject, providing the foundational knowledge needed to understand the world. The substantive knowledge in **ORANGE BOLD** we consider to be essential substantive knowledge that we want our children to retain as they move through each year group to enable them to become experts.

Essential Disciplinary Knowledge: Methods and Concepts

Disciplinary knowledge is the "how" of learning within a subject. It's not just the facts, but the methods, theories, concepts, and perspectives that are unique to a particular academic discipline. Disciplinary knowledge involves learning how experts in a subject field think, question, and build knowledge. For example KS2, disciplinary knowledge would involve the children learning how to analyse historical sources, understanding the difference between primary and secondary sources, and considering how historians build arguments based on evidence. The disciplinary knowledge in **BLUE BOLD** we consider to be essential disciplinary knowledge that we want our children to retain as they move through each year group to enable them to become experts.

Whole School Concepts/Golden Threads

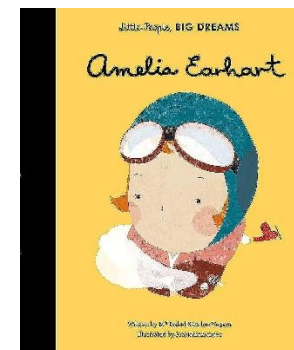
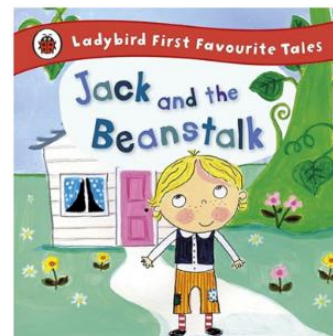
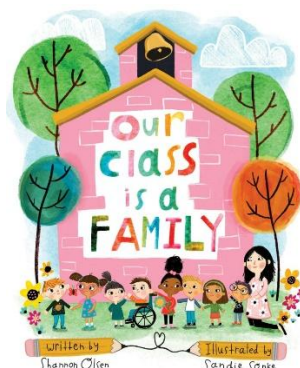
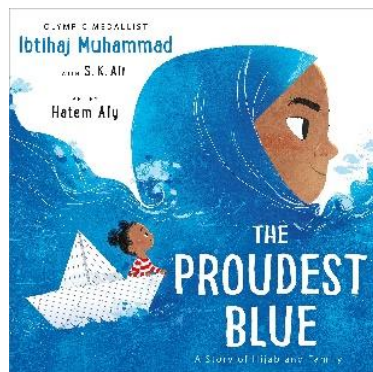
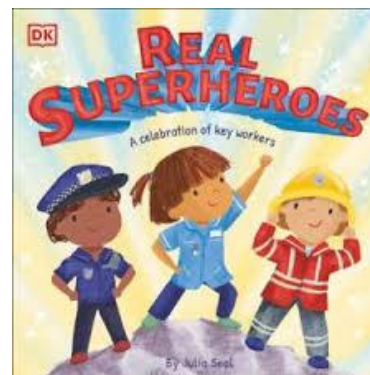
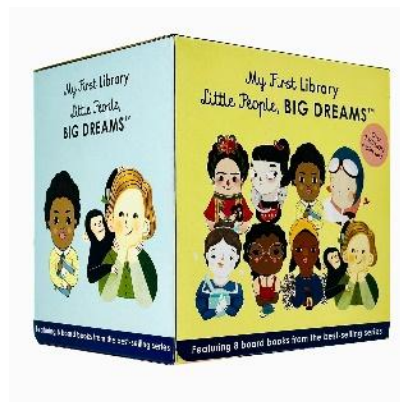
We have identified the key concepts that run through our curriculum which supports both teachers with delivering learning in a more impactful way and children with developing links and making connections between prior, current and future learning. The term 'golden threads' as it relates to history is a way of binding the history together and, in doing so, strengthening children's chronology, understanding of cause and effect, significance and interpretation. Below are the 'Golden Threads' that feature in the Brownlow Fold Curriculum for History:

Monarchy As a country that has had a monarchy system for centuries, it is important that children understand how this has defined many of our 'British Values' as well as aspects of our religion. Children need to be aware of the relationship between our monarchy and parliament and recognise that there have been times when the two have been in conflict. In addition, they need to be aware of how religion has had a major influence on the way the monarchy has conducted itself.	Civilisations (Society) The National Curriculum requires children to find out about ancient civilisations and more recent civilisations. Children need to recognise the evidence we are dealing with may not always be secure. It is a case of saying 'to the best of our knowledge', and emphasising the role that archaeologists have had in building up a picture of what may have happened in the past. Many of the civilisations had a major influence on things like trade or invention. On the societal side, children need to be aware of the differences between rich and poor people's lives through different periods in history. For example the living conditions of the rich people compared to the poor people on the Titanic.	Invention Inventions play a significant role in the development of societies. Many inventions, such as the wheel and the electric light bulb, are very prominent. Other inventions come in a 'wave', such as the growth of technology. Many things have happened in the lifetimes of children (and us as adults) that will affect our lives. For example, AI (Artificial Intelligence) is expected to change everyone's life considerably. Children will study inventions across different times and consider the importance of each in relation to our times. They will also study some of the famous inventors who have helped make our world a better place. We need children to understand that inventions have helped societies to become more sophisticated, safe (through medical inventions) and mature.
Legacy The invention of the legacy thread is to help children recognise the importance of the people or period they are studying. Children should be led to think about how the history being studied impacts our lives today. It relates to individual people in some cases and periods of history in others. Whatever the focus each unit ends by considering the legacy of the aspect being studied. Pupils reflect on the legacy left for us today. This aspect is a very important disciplinary action that requires children to think deeply and to offer their point of view. They, for example, may reflect that the legacy is not a positive one and that it can last for a long time. For example, they may reflect on Henry VIII's move away from the Catholic Church and its impact on different generations of British society thereafter.	Invasion and Conflict Throughout history, invasion and conflict have been central to the main changes seen. In British history, the Norman Invasion was the last time our country was conquered, but as a country, we have been almost continuously involved in conflicts. Some were started by this country, but others were a consequence of the actions of others. Regrettably, conflicts persist across the globe. Invasion and conflict can come with a heavy loss of life, often including children, and taking place in countries that are poor in the first place. Religion has frequently been at the centre of conflict in the world, including conflict within a country, known as a 'civil war'. In Britain, there was a civil war when Oliver Cromwell led a rebellion against King Charles I.	Trade Children will have the opportunity to recognise how trade, first between people and later between countries, started. Children need to know about how 'export and import' started and the role that trade has had in both causing conflict and averting conflict. Although we take aspects of trade for granted, it is still used as a bargaining tool today to help some countries get their way. Recently, the oil trade has significantly influenced some countries decision-making. For example, the Russian/Ukrainian conflict made energy products more difficult to obtain, with Russia using the gas supply to the West as a bargaining tool to dissuade the West from taking sides with Ukraine in the war.

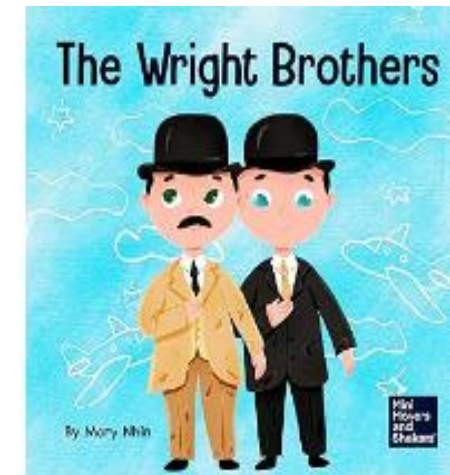
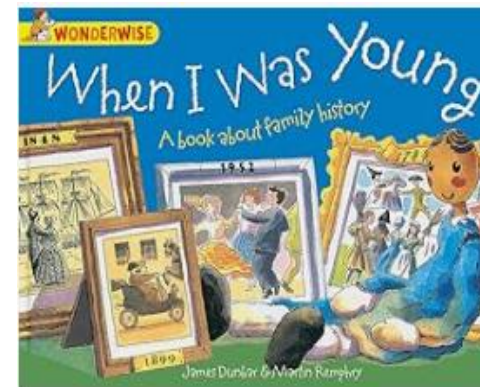
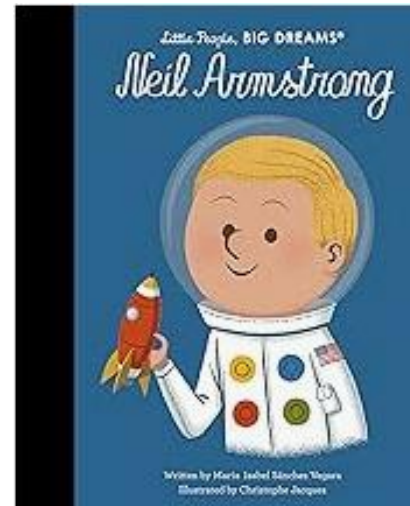
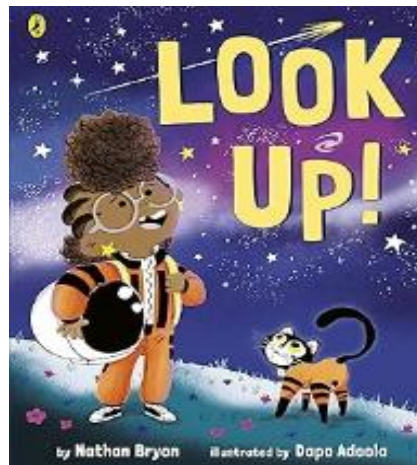
High quality resources and texts underpinning our curriculum

History is promoted and prioritised at Brownlow Fold which means knowledge and vocabulary is consistently being revisited throughout the curriculum. We use high quality texts to inspire our children to create high quality pieces of writing, encourage the love of reading and embed their skills further. These texts are chosen so that they are accessible and engaging for all children within the class. Children have access to a range of fabulous resources which are used to support learning. Each year group has access to various resources linked to each of their topics.

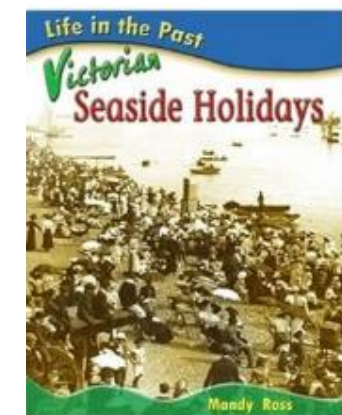
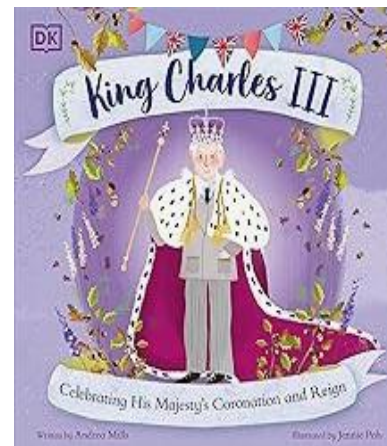
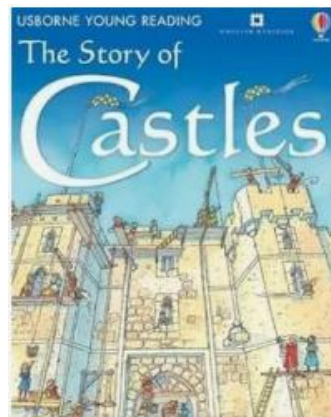
Early Years: Nursery and Reception



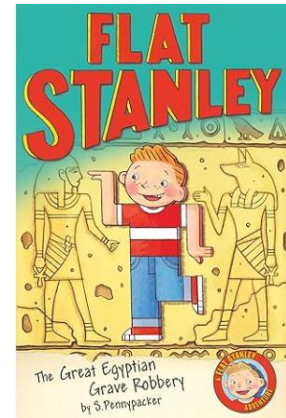
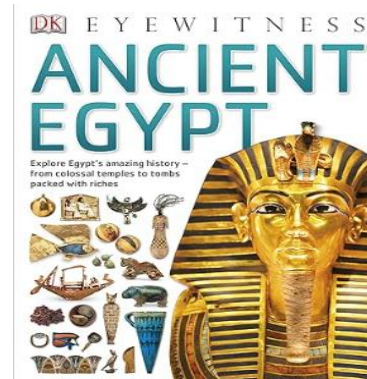
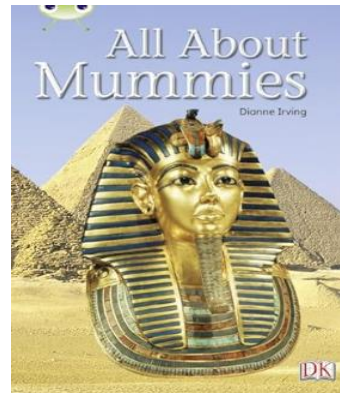
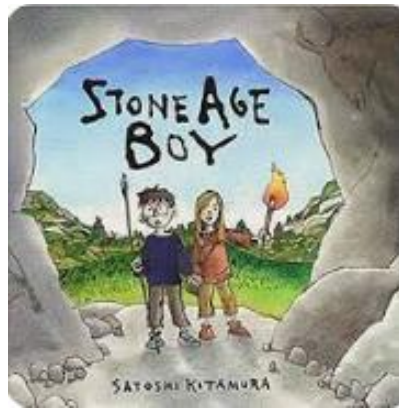
Year One



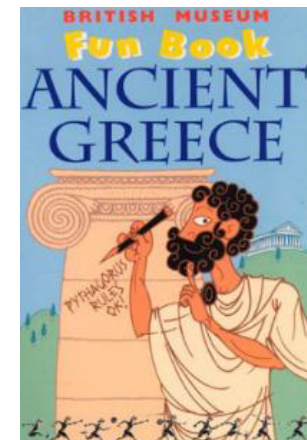
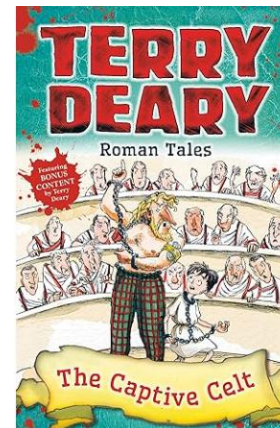
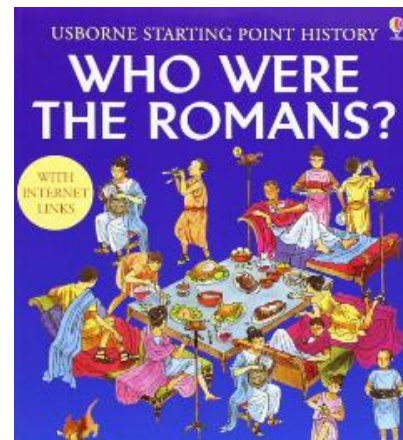
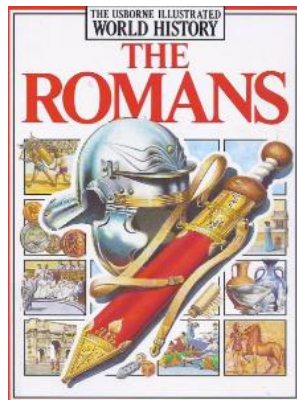
Year Two



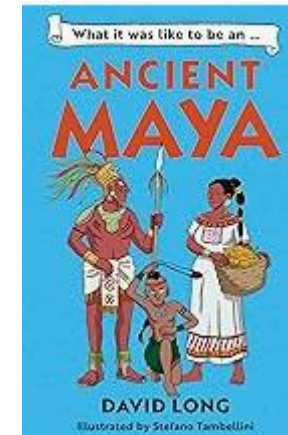
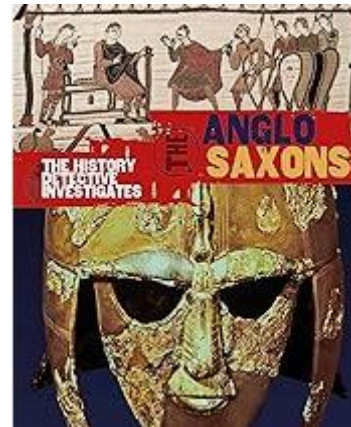
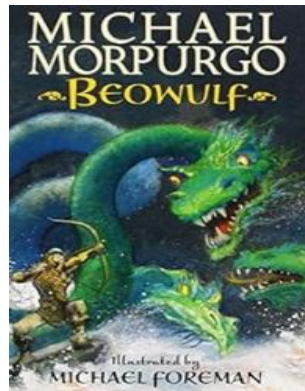
Year Three



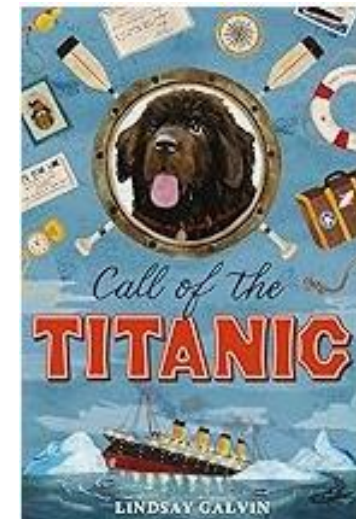
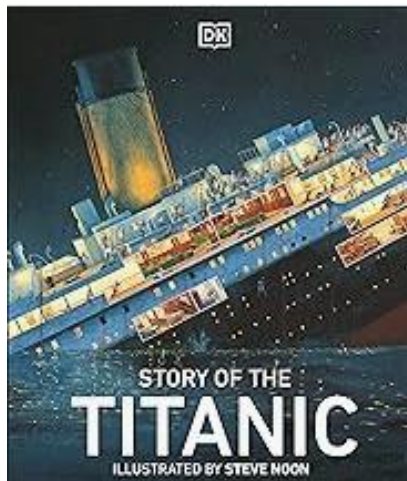
Year Four



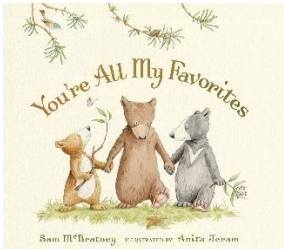
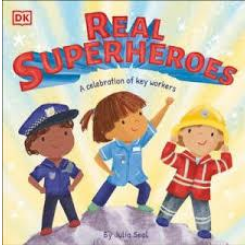
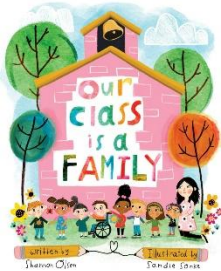
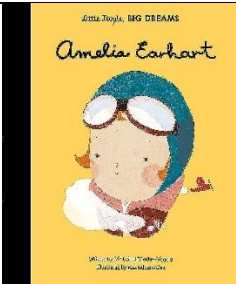
Year Five

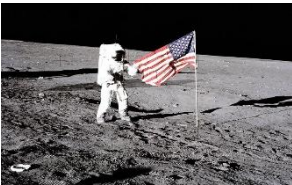


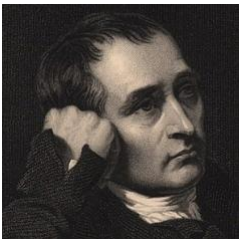
Year Six



The Brownlow History Curriculum Long Term Plan

Nursery	Changes within living memory What is special about me and my family and how have we changed?		Changes within living memory Who helps us at home, school and in our community?	
				
Reception	Changes within living memory What can you tell us about your family?	The lives of significant individuals in the past How would you change the world for the better?	Changes within living memory Who helps us in our local community?	
				
Year One	Changes in living memory Do you know why things change over time?	The lives of significant individuals in the past Do you know who Neil Armstrong is and why he is famous?	Events beyond living memory Do you know about the first flight, and how travel and transport have changed over time?	Significant historical people and places in the locality Do you know when and where Bolton Wanderers began or any famous players who have played for them?

				
Year Two	The lives of significant individuals in the past Do you recognise the purpose and role of a monarch in royal life?	Events beyond living memory Do you know about the events relating to The Great Fire of London?	Significant historical events, people and places in the locality Do you know why Warburton's is important to Bolton?	Changes within living memory Do you know how a local beach has changed over time?
				
Year Three	Changes in Britain from the Stone Age to the Iron Age Do you know the differences between the Stone Age, the Bronze Age and the Iron Age and how Britain changed over this period?	The achievements of the earliest civilizations Do you know who Howard Carter is and what he discovered in Egypt in 1922?	The achievements of the earliest civilizations – The Indus Valley Do you know about the lifestyle and culture of people living in the Indus Valley?	A Local History Study Do you know why Fred Dibnah is so important to Bolton?
				

Year Four	A study of Greek life and their achievements Do you know who the Ancient Greeks were and how they influenced the world?	A Local History Study Do you know why there is a statue of Samuel Crompton in Nelson Square in Bolton?	The Roman Empire and its impact on Britain Do you know how the invasion of the Romans helped shape our lives today?	Crime and punishment from the Anglo-Saxons to the present Do you know how 'crime and punishment' has changed through the ages?
				
Year Five	Britain's settlement by Anglo-Saxons Do you know why the Anglo-Saxons invaded Britain and where they came from?	The Viking and Anglo-Saxon struggle for the Kingdom of England Do you know how Edward the Confessor came to be king of England?	A non-European society that provides contrasts with British history Do you know what the Maya were famous for?	A Local History Study Do you know of the impact of Barrow Bridge on our local area?
				
Year Six	A study of an aspect or theme in British history: World War One Do you know how the lives of the soldiers fighting at the Front were affected?	A study of an aspect or theme in British history: Blitz Brits Do you know how British people were affected during World War II?	The study of an aspect or theme in British history Do you know which people were to blame for the sinking of the Titanic?	A Local History Study Do you know about the events of The Storming of Bolton?



Teaching Sequence

- Prior Learning/Retrieval of previous knowledge
- Pupils complete the pre learning task for the unit of work.
- Pupils are introduced to the key vocabulary and key knowledge
- The teacher teaches the curriculum content for that aspect of the curriculum using retrieval practice/Metacognitive strategies
- Specific questions/historical lines of enquiry are followed to ensure that the children are 'Thinking like a Historian' and that key disciplinary characteristics are utilised.

KS1 Historical Period or Event Key Historical Strategies

Characteristics:

What were people's lives like during this historical period?

What was/were society/culture/economy/military/religion/politics like during this historical period?

What else do you want/need to know about this historical period?

Historical Links:

How has this historical period influenced by other historical periods?

How have other historical periods influenced this historical period?

How does this period/event compare to other historical periods/events (that have already been studied)?

Evidence:

What is the evidence for this historical event?

Significance:

What is significant about this historical event or period?

What were the main achievements of this historical period?

What were the follies of mankind in this historical period?

Timeline:

When did this event occur?

How long did this period last?

What came before and after this historical period?

Elsewhere:

What was going on elsewhere in the world during this historical period?

Response:

What do I think about this historical event?

What do others (past and present) think about this historical event?

KS2 Historical Period or Event Key Historical Strategies

People

Characteristics:

What are the most important facts about this person?

What do these important facts tell me about this person? (Focus on understanding, rather than knowing facts)

Where (linked to KS2 Elsewhere):

Where did this person come from?

Evidence:

How do we know about this person?

Significance:

What did this person achieve or help to achieve?

Timeline:

When in history did this person live? (birth dates and death dates)

Did this person live before or after *[another person/event they have studied]* lived/happened?

How many years before or after [another person/event they have studied] lived/happened did this person live?

What period of time did this person live in?

Did this person live within or beyond living memory? (living memory: can be remembered by people who are still alive now, not children's own living memory)

Did this person's actions change anything for the future? How did they make a difference?

Periods of Time

Characteristics:

What is similar about the way people lived in this time period and *[another time period they have studied]*?

What is different about the way people lived in this time period and *[another time period they have studied]*?

What are the most important things (key facts) to know about this period of time?

What do these key facts tell me about life in this period of time? (focus on understanding, rather than knowing facts)

What important events happened in this time?

Which important people lived in this time?

Where (linked to KS2 Elsewhere):

Did the things that happened in this time period happen in a particular place?

Were things the same everywhere in the world during this time period?

Significance:

How did life change during this period of time?

Did this time period change anything for the future? How did it make a difference?

Timeline:

When did this period of time begin and end? (specific years and approximate number of year's duration)

Was this period of time before or after *[another person/event /time period they have studied]* lived/happened?

How many years before or after *[another person/event/time period they have studied]* lived/happened was this period of time?

Did this period of time occur within or beyond living memory? (living memory: can be remembered by people who are still alive now, not children's own living memory)

Events

Characteristics:

What are the most important parts of (key facts about) this event?

What do these key facts tell me about this event? (focus on understanding, rather than knowing facts)

Where (linked to KS2 Elsewhere):

Where did this event take place?

Evidence:

How do we know that this event happened?

Significance:

Did this event change anything for the future? How did it make a difference?

Timeline:

When in history did this event happen? (day/month/year(s))

What period of time did this event happen in?

Did this event happen before or after *[another person/event they have studied]* lived/happened?

How many years before or after *[another person/event they have studied]* lived/happened did this event happen?

Did this event occur within or beyond living memory? (living memory: can be remembered by people who are still alive now, not children's own living memory)

- The teacher formatively assesses the pupil's progress throughout the duration of the unit of work through marking/pupil discussion/pupil workbook evidence etc.
- One day each week the teacher makes explicit links across the curriculum in a specific Retrieval Practice session
 - Retrieval Practice Sessions are 30 minutes for pupils in KS1.
 - Retrieval Practice Sessions are 45 minutes for pupils in KS2.
 - Retrieval Practice pupil work is documented in a Retrieval Practice Book.

Retrieval Practice sessions incorporate aspects of the whole of the curriculum from that year group from different periods of time.

- Topics taught in a given term are regularly retrieved through lesson starters during the term it is being taught.
- Retrieval lessons on Tuesday mornings revisit learning from the previous term. For example, if The Titanic is taught in Autumn 1, it will be revisited in retrieval lessons during Autumn 2.
- Pupils complete a Green for Growth check at the end of the following term e.g. Titanic in history in Year 6 is taught in Autumn 1. Therefore, the Green for Growth Check takes place on a specified week in Autumn 2.
- Green for Growth checks are documented in the Retrieval Practice Book.
- Children are given specified periods of time to complete the Green for Growth Check:
Key Stage One - 20 minutes
Key Stage Two - 30 minutes
- The Teacher uses the evidence base (pupil workbook, pupil retrieval practice book, Green for Growth Check) to make a 'professional judgement' about a pupils attainment. The teacher inputs the data on to BROMCOM using the year group end points for that subject.
- In some subjects the assessment is based on a final, finished piece of work such as a musical performance (solo or ensemble), a sporting performance (e.g. dance, gymnastics) or competency in team games and tactics. Hand-written pre-learning tasks for these subjects would not be appropriate; however, pupils' musical or sporting competence is informally assessed by Bolton Music service and class teachers/Commando Joe coaches.

Curriculum Conversation/Retrieval Practice: History

Each half term the children are split into mixed year groups and all teachers lead a 'Curriculum Conversation.' This provides the children with the opportunity to share their learning with others and make connections between components. Children are therefore more likely to remember key knowledge in the long term. Our curriculum builds on prior learning and re-visits content, supporting the children to develop strong schemata.

- What kinds of things are you expected to learn and remember over time?
- What knowledge did your teacher want you to learn through XXX topic? What content was emphasised in XXX topic? Why?
- How do the teachers ensure that you have a broad chronological knowledge of the periods you have studied?
- How does our History curriculum help you to build knowledge of key substantive concepts? 'concepts such as 'empire' or 'king')
- What second-order concepts do you encounter in history?
- What can you tell me about how historians use sources as evidence?
- What did you learn in previous year groups which will help you to learn more history in the future?
- What vocabulary is useful to the study of history?
- What books have you read in class that help your understanding of the past?
- How do you know if you are getting better at history?
- Where can you see evidence of how you are progressing in history?
- How does your teacher ensure that you remember key content in the long-term?
- When do you revisit content from topics?
- How does your teacher assess your knowledge of a topic?
- Can you remember when we covered something similar in a history topic earlier?
- In what way is this a bit different to history which we covered last year?
- How similar and how different is this to XXX which we learnt about in year X?
- How different is life today compared to the time we are studying? Why is this?
- Would you have preferred to have lived in XXX times or XXX times? Why have you made this decision?
- Which of these periods we have studied do you think would have been better for (for example, rich, poor, women, children etc.)?
- Why did these developments happen in XXX period but not in XXX period?
- Do you feel things got better or worse between period XXX and XXX?
- What do you think your great- grandparents (or someone from a past period) would have found most surprising if they could be transported to today?
- Which period saw the most dramatic changes in all those we have covered?
- Of all the topics we have covered in history, which of them is the most memorable?
- Which period in history would you most/ least like to have lived in? Why is this?
- What has changed?
- What has remained the same?

History Retrieval				
Year One	Family History	Important figure from the past	Roles in society	Similarities and differences between the past and now
Year Two	Neil Armstrong	First Flight - impact of inventions	Significant place in the locality	Chronology
Year Three	Change in seaside resorts	Inventions – impact of transport/planes	Monarchy impact	Changes in how we live from 1066 to now
Year Four	Skara Brae and Stonehenge	Tutankhamun	Trade over time	Artefacts from the Indus Valley and what they tell us about this civilisation
Year Five	Significant woman in History Copper mining Bronze Age	Roman invasion lasting legacy Survival during the Stone Age	Spinning Mule and Samuel Crompton	Ancient Greek political system Olympic Games – similarities and differences
Year Six	Viking invasion at Lindisfarne	Anglo-Saxon invasion of Britain Great Fire of London	Anglo-Saxon culture Roman battle success	Similarities or differences between Barrow Bridge in the past and now Samuel Crompton impact on the cotton industry

End Point Progression in History

EYFS History End Points What will the children be able to know and do?

Nursery

Begin to make sense of their own life-story and family's history.

Show interest in different occupations.

Reception

ELG

Talk about the lives of the 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;

Nursery

Substantive
Concepts

Golden Threads

Society (Diversity) Children discuss themselves and their families as well as different occupations

Monarchy Children will have a basic introduction to the monarchy through British Values

Inventions

Legacy Children learn about simple changes over time in regards to themselves and their families

Reception

Substantive Concepts

Golden Threads

Society (Diversity) Children discuss themselves and their families as well as different occupations

Monarchy Children will talk about kings and queens in traditional tales they have read

Inventions children will learn about famous people from the past who have done something to change the world.

Legacy Children learn about changes over time in regards to themselves and their families

Year One History End Points
What will the children be able to know and do?

Why do things change over time?	Do you know who Neil Armstrong is and why he is famous?	Do you know when and where Bolton Wanderers began or any famous players who have played for them?	Do you know about the first flight, and how travel and transport have changed over time?
Identify changes in themselves over time (e.g. how they have grown, what they can do now that they couldn't do before) Point out some similarities and differences between ways of life now compared with their grandparents' childhood Compare and contrast aspects of life in different historical periods (e.g. transportation, communication, education) Understand that people change as they get older (e.g. babies grow into children, children grow into adults) Recognise differences between their grandparents childhood and the present day Know how and why our school has changed over time Know how and why toys have changed over time	Explain how the moon landing changed our lives in the future and the historical significance of the event Describe how significant people's lives changed over time (e.g. Neil Armstrong) It took the men over 4 days to reach the Moon The astronauts encountered some problems before landing The astronauts did not land at their planned site Know of the world-wide impact of the first Moon landing - An estimated 650 million people tuned in to watch the event on television world wide Know that Neil Armstrong was the first man to walk on the Moon on 20 July 1969	Identify Bolton Wanderers as a local football club Begin to describe the club's impact on the local community Recall when Bolton Wanderers was founded Understand that Bolton Wanderers is a local football club based in Bolton, Greater Manchester Know that Bolton Wanderers was founded in 1874	Describe a significant historical event – first flight Describe the impact of the Wright brothers' invention on the development of flight technology. Know that the Wright brothers are credited with inventing and building the world's first successful motor-operated aeroplane. Begin to understand how advancements in flight technology have changed people's lives. Know that developments in modern technology have had an impact in how people travel today.
Similarity and Difference Identify that some things within living memory are similar and some things are different.	Change and Continuity Recall some facts about people/events before living memory.		Sources of Evidence Find answers to simple questions about the past using sources of information
Cause and Consequence Understand that a cause makes something happen and that historical events have causes.	Historical Significance Talk about someone important e.g. in a simple historical account.		Historical Interpretation Begin to understand why people did things in the past.
Chronological Understanding Order and sequence a set of events or objects (2)			
Begin to develop an understanding of the key concepts that run through our History curriculum and begin to develop links and make connections between prior, current and future learning. ‘Golden Threads’ that feature in the Curriculum for History			
Monarchy	Civilisation (Society)	Conflict- N/A	
Trade- N/A	Inventions	Legacy	

Year Two History End Points

Do you recognise the purpose and role of a monarch in royal life?	Do you know about the events relating to The Great Fire of London?	Do you know why Warburton’s is important to Bolton?	Do you know how a local beach has changed over time?
Describe some of the key duties and powers of a monarch Explain why monarchs are important in the history and governance of the UK Explain how the monarchy has evolved in Britain Understand the basic roles and responsibilities of a monarch, such as representing the country, making laws, and leading the armed forces Know that monarchs have held this position for hundreds of years in the UK Understand how the power and influence of monarchs has changed over time Know about significant monarchs in British history and their impact	Describe the key events of the Great Fire of London Give examples of evidence that tells us about the Great Fire of London Describe the impact of the fire Explain how the fire changed London Know when the Great Fire of London happened. 1666 Know who the King of England was. Understand the reasons behind why the fire spread Know how fire safety has changed since the fires	Discuss the historical significance of Warburtons in Bolton. Explain how Warburtons has contributed to the local community. With support analyse primary and secondary sources to piece together the history of Warburton's and its relationship with Bolton Know that Warburtons has played an important role in the history and development of Bolton. Know that Warburtons has provided employment and supported the local economy in Bolton for over a century. Warburtons has invested in new technologies and production methods to improve efficiency and product quality.	Describe some of the key changes that have happened to the local beach over time (e.g. new buildings, facilities, transport links) Compare the local beach now and in the past, identifying similarities and differences Understand that people's lives and activities at the beach have changed Know of the impact train travel made seaside holidays more accessible for ordinary people during the Victorian period (not just the wealthy)
Similarity and Difference Accurately identify and describe a range of similarities differences and changes within a specific time period.	Change and Continuity Give a few reasons for and/or results of the main events and changes in the periods of time which they have studied.	Sources of Evidence Answer questions about the past by observing or handling sources of information e.g. objects, pictures, people talking about their past, buildings, written sources.	
Cause and Consequence Understand that a consequence is something that happens as a result of something else.	Historical Significance Talk about someone who was important e.g. in a simple historical account and give a reason why	Historical Interpretation Begin to understand why people did things in the past, and how this past has been represented (sources).	
Chronological Understanding Order and sequence a set of events or objects (3)			
Continue to develop an understanding of the key concepts that run through our History curriculum and begin to develop links and make connections between prior, current and future learning. ‘Golden Threads’ that feature in the Curriculum for History			
Monarchy	Civilisation (Society)	Conflict	
Trade	Inventions	Legacy	

Year Three History End Points

Do you know the differences between the Stone Age, the Bronze Age and the Iron Age and how Britain changed over this period?	Do you know why Fred Dibnah is so important to Bolton?	Do you know who Howard Carter is and what he discovered in Egypt in 1922?	Do you know about the lifestyle and culture of people living in the Indus Valley?
Compare and contrast the daily lives of people in the Stone Age, Bronze Age and Iron Age Explain how the development of new technologies influenced the way people lived Describe how life was different for people in the different ages. Understand how the development of new technologies impacted the lives of people in each period Know the differences between the Stone Age, the Bronze Age and the Iron Age and how Britain changed over this period. Know that the Stone Age, Bronze Age and Iron Age periods are named after the materials used to make tools Understand the importance of the improvements made by using bronze. Understand how the transition from hunter-gatherer to settled agricultural communities impacted the development of Britain	Recognise that 'historically significant' people are those who changed many people's lives. Analyse how Fred Dibnah's work and media presence contributed to preserving Bolton's industrial history Compare Fred Dibnah's work to the changing industrial landscape of Bolton Discuss how Fred Dibnah's legacy has been celebrated and memorialised in Bolton Understand the historical context of Fred Dibnah's life and work, including the decline of heavy industry in Bolton Know how Fred Dibnah's television programmes helped raise awareness of Bolton's industrial past Know how Fred Dibnah's work and legacy has continued to influence Bolton's cultural and historical landscape	Explain the process of how Howard Carter and his team discovered and excavated Tutankhamun's tomb. Describe the reaction and impact the discovery had on the world at the time. Place the discovery of the tomb in its historical context and explain its significance. Know who Howard Carter is and what he discovered in Egypt in 1922 – Tutankhamun's tomb in the Valley of the Kings Know the difference between rich and poor people in Egypt Know Ancient Egypt, like many other ancient civilizations, shared some similarities in aspects of culture and society with other civilizations of its time. For example: a reliance on agriculture for economic growth a polytheistic religious system (belief in many gods) writing systems	Date and order events linked to the Indus valley and place them on a timeline. Research and place famous individuals from the Indus valley on a timeline. Look at individuals in the Indus kingdom and recognise their achievements linked to different technological, scientific, cultural achievements. Know the Indus Valley people's lifestyle and culture were shaped by their environment and natural resources Know that the Indus Valley had a system of writing Understand the importance of the Indus Valley's system of weights and measures for trade and commerce

Similarity and Difference	Change and Continuity	Sources of Evidence
Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs	Describe/make links between main events, situations and changes within and across different periods/societies	Begin to use sources of information in ways that go beyond simple observations to answer questions about the past
Cause and Consequence	Historical Significance	Historical Interpretation
Identify and give reasons for, results of, historical events, situations, changes.	Identify historically significant people and events from a period of history and give some detail about what they did or what happened.	Select what is most significant in a historical account and provide a reason why two accounts of the same event might differ.

Chronological Understanding

Use a timeline to place some historical events in chronological order.

Continue to develop an understanding of the key concepts that run through our History curriculum and begin to develop links and make connections between prior, current and future learning.

'Golden Threads' that feature in the Curriculum for History

Monarchy	Civilisation (Society)	Conflict
Trade	Inventions	Legacy

Year Four History End Points

Do you know how the invasion of the Romans helped shape our lives today?	Do you know who the Ancient Greeks were and how they influenced the world?	Do you know why there is a statue of Samuel Crompton in Nelson Square in Bolton?	Do you know how 'crime and punishment' has changed through the ages?
Analyse how the Roman occupation changed the landscape, economy, and society of Britain Explain how the Romans influenced the development of towns, roads, and infrastructure in Britain Identify and explain how the Romans influenced the development of language, law, and governance in Britain Understand how the Roman army was organised and the key tactics they used to conquer and control Britain Know that communities traded with each other historically and in current times Know how trade has changed over time Know some of the achievements and inventions by the Romans that still influence our lives today	Analyse the impact of the ancient Greek civilisation on the modern world Make connections between the ancient Greek civilisation and other historical periods Describe the significant achievements of the Ancient Greeks in areas such as science, technology, and the arts Explain how the Ancient Greeks' ideas and inventions have influenced the development of Western civilisation Know the legacy of democracy still exists today Understand the role of slavery in Ancient Greek society and its impact on different groups of people Understand different interpretations of Ancient Greek history	Analyse the importance of individual inventors like Crompton in shaping historical events and trends Place Crompton's story within the wider context of Britain's industrialisation and economic growth Know that Samuel Crompton lived during an era in history called the Industrial Revolution Know that Samuel Crompton faced challenges and opposition when trying to patent his invention Understand the importance of patents and intellectual property in protecting inventors' work Understand the long-term impact and legacy of Samuel Crompton's invention, including how it influenced the development of the textile industry and the economy Know that Crompton's invention had both positive and negative consequences, such as increased productivity but also changes to working conditions	Describe Anglo Saxon, Norman and Tudor attitudes towards crime and punishment Compare Anglo Saxon, Norman and Tudor crime and punishment to modern day Evaluate the effectiveness and fairness of mediaeval punishments Know about 'crime and punishment' in British history and how punishment has changed through the ages Understand how the Norman Conquest impacted crime and punishment in mediaeval England Know about the role of the Church, trial by combat, and harsh punishments like hanging, beheading, and burning at the stake
Similarity and Difference Explain why certain changes and developments were of particular significance		Change and Continuity Describe/make links between main events, situations and changes within and across different periods/societies	Sources of Evidence Begin to make inferences and deductions from sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources.
Cause and Consequence Explain with confidence the significance of particular causes and effects and give reasons for, results of, historical events, situations, changes.		Historical Significance Identify historically significant people and events from a period of history and give some detail about what they did/happened.	Historical Interpretation Look at different versions of the same event in history and identify differences.
Chronological Understanding Use a timeline to place an increasing number of historical events in chronological order.			
Continue to develop an understanding of the key concepts that run through our History curriculum and begin to develop links and make connections between prior, current and future learning. 'Golden Threads' that feature in the Curriculum for History			
Monarchy	Civilisation (Society)	Conflict	
Trade	Inventions	Legacy	

Year Five History End Points

Do you know why the Anglo-Saxons invaded Britain and where they came from?	Do you know how Edward the Confessor came to be king of England?	Do you know what the Maya were famous for?	Do you know of the impact of Barrow Bridge on our local area?
Explain how crime and punishment reflected the values and beliefs of Anglo-Saxon and Viking societies Identify similarities and differences between these periods and modern day Know why the Anglo-Saxons invaded Britain and where they came from. Understand that the discovery of new countries meant new items could be traded Understand how crime and punishment changed during the Anglo-Saxon and Viking periods	Analyse the impact of Edward the Confessor's reign on the development of the English monarchy Evaluate the significance of Edward the Confessor's legacy in shaping later English history Describe the political and religious context of Edward the Confessor's reign Know the impact of the Viking invasions and settlements on the development of England, including the political, social, and economic changes Understand the lasting impact of the Viking and Anglo-Saxon periods on the development of England and its people Know about the importance of King Edward the Confessor and his role in shaping the events that led to the Norman Conquest Know about the legacy of the Vikings and their influence on modern-day culture and society Synthesise knowledge of the Viking and Anglo-Saxon eras, including the power struggles, cultural exchanges, and the events leading to the Norman Conquest	Construct a well-reasoned argument about the lasting impact/legacy and importance of the Mayan civilisation. Independently research and present findings on a specific aspect of Mayan culture or history. Evaluate the significance of the Mayan civilisation in the broader context of world history. Understand that there are different beliefs in different cultures and at different times in society. Know why the Mayan Empire declined Understand the technological and scientific advancements of the Mayans, such as their architecture, engineering, and medical practises.	Compare the lives of different people (e.g. mill owners, workers) in Barrow Bridge Evaluate how technological changes influenced the development of Barrow Bridge Analyse the causes and effects of the decline of the textile industry in Barrow Bridge Explain how social and economic changes in Barrow Bridge were linked to wider historical events Understand how the textile industry shaped the development of Barrow Bridge Know about the working conditions and lives of people living in Barrow Bridge during the industrial revolution Understand the significance of key landmarks and buildings in Barrow Bridge (e.g. mills, canals, bridges) Know how technological advancements during the industrial revolution impacted Barrow Bridge Understand how the decline of the textile industry impacted Barrow Bridge Know about the social and economic changes that occurred in Barrow Bridge over time
Similarity and Difference Compare differences and changes within and across a wide range of periods in suitable depth.	Change and Continuity Identify why some changes between different periods of time have had more significant consequences than others.		Sources of Evidence Make detailed observations and to begin to make a number of inferences and deductions from a variety of sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources.
Cause and Consequence Analyse / explain reasons for, and results of, historical events, situations, changes.	Historical Significance Consider/explain the significance of events, people and developments in their context and in the present		Historical Interpretation Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretation of history.
Chronological Understanding Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)			
Continue to develop an understanding of the key concepts that run through our History curriculum and begin to develop links and make connections between prior, current and future learning. ‘Golden Threads’ that feature in the Curriculum for History			
Monarchy	Civilisation (Society)		Conflict
Trade	Inventions		Legacy

Year Six History End Points			
Do you know which people were to blame for the sinking of the Titanic?	Do you know how the lives of the soldiers fighting at the Front were affected?	Do you know how British people were affected during World War II?	Do you know about the events of The Storming of Bolton?
Evaluate the Titanic disaster within the broader historical context Compare and contrast the experiences of different passengers on the Titanic Explain how social class impacted people's chances of survival Know why the Titanic sunk using sources of evidence and comparing their reliability Understand the scientific and technological factors that contributed to the Titanic sinking (e.g. navigation, communication, construction) Understand the wider historical context of the Titanic (e.g. Edwardian era, industrial revolution, class divisions) Know the impact of the Titanic sinking Know that different classes of people existed in society rich/poor/peasant and that this affected their living conditions/chance of survival on the Titanic	Analyse sources to identify different perspectives on the experiences of soldiers Make connections between the experiences of soldiers and the wider historical context Critically analyse a range of sources to draw substantiated conclusions about the experiences of soldiers Communicate understanding of the impact of the war on soldiers Understand the causes and consequences of the war, including the rise of fascism and the use of atomic weapons Know about the role of women during the war and how it impacted their lives and rights Understand how the experiences of soldiers varied depending on their role and location on the Front Know that some soldiers were conscripted while others volunteered to fight Appreciate the sacrifices made by soldiers and their families during the war	Analyse the legacy of World War II and its long-term impact on British society Use a range of historical sources to reach a conclusion about how WW2 affected people and substantiate this with evidence. Identify the historically significant people and events from this period of time and explain why they were significant Know the impact of the Blitz on Britain Know why children needed to be evacuated Understanding the impact of the war and what life was like on the home front Understand the importance of D Day and this being a turning point in History Understand how World War II shaped the post-war landscape in Britain, including the establishment of the National Health Service Understand the significance of the war in shaping Britain's role on the global stage	Compare and contrast The Storming of Bolton with other significant historical events Demonstrate a comprehensive understanding of the causes, events, and consequences of The Storming of Bolton Construct informed arguments about the importance and legacy of The Storming of Bolton Understand of the social, political, and economic factors that led to The Storming of Bolton Know how The Storming of Bolton impacted the local community and the wider region Know how The Storming of Bolton has shaped the local and national identity Understand how The Storming of Bolton relates to and connects with other key events in British history
Similarity and Difference Compare similarities, differences and changes within and across a wide range of periods in suitable depth.		Change and Continuity Explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity.	Sources of Evidence Confidently use sources of information such as the library/ the internet to follow up a line of enquiry
Cause and Consequence Address and devise historical questions about cause and consequence		Historical Significance Identify a range of historically significant people and events from different periods of history and explain why they were significant.	Historical Interpretation Show how some aspects of the times they have been studying have been represented and interpreted in different ways and gives reason for this.
Chronological Understanding Understand chronology, sequence, local, national and international events and use appropriate terms related to the passing of time			
Continue to develop an understanding of the key concepts that run through our History curriculum and begin to develop links and make connections between prior, current and future learning. 'Golden Threads' that feature in the Curriculum for History			
Monarchy	Civilisation (Society)	Conflict	
Trade	Inventions	Legacy	

Progression in Disciplinary Concepts

Similarity and Difference

How historians construct arguments about the extent of similarity and difference between places, people and groups in the past.

EYFS		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery	Reception						
Identify some differences between themselves and others	Identify some differences between themselves and others. Identify differences between characters from stories.	Identify similarities and differences between ways of life at different times, such as rich and poor, male and female. Identify that some things within living memory are similar and some things are different.	Accurately identify and describe a range of similarities differences and changes within a specific time period.	Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs	Explain why certain changes and developments were of particular significance	Compare differences and changes within and across a wide range of periods in suitable depth.	Compare similarities, differences and changes within and across a wide range of periods in suitable depth. Explain and give examples to show that things may have been different from place to place at the same time.

Change and Continuity

How historians construct arguments about the nature, pace and extent of change in the past.

EYFS		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery	Reception						
Develop understanding of growth, decay and changes over time.	Look closely at similarities and differences, patterns and change	Recall some facts about people/events before living memory. Say why people may have acted the way they did. Tell the difference between past and present in their own and other people's lives. Begin to identify old and new things across periods of time through pictures, photographs and objects.	Describe the differences between then and now. Give a few reasons for and/or results of the main events and changes in the periods of time which they have studied. Tell the difference between aspects of their own life and aspects of life as it used to be in the past Make simple observations about different types of people, events, and beliefs within a society	Describe/make links between main events, situations and changes within and across different periods/societies Suggest why people in the past acted as they did.	Describe / make links between main events, situations and changes within and across different periods/societies Start to explain the impact of some changes that have happened throughout different periods of time. Identify some similarities and differences between ways of life in different periods.	Identify and explain change and continuity within and across periods Understand and describe the main changes to an aspect of a period in history. Identify why some changes between different periods of time have had more significant consequences than others. Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. Start to categorise some types of changes into political, economic, social and technological.	Identify and explain change and continuity within and across periods. Explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity. Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of a period in history. Identify why some changes between different periods of time have had more significant consequences than others

Sources of Evidence

How historians use sources as evidence to answer a question.

EYFS		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery	Reception						
Ask questions about the past	Find answers to simple questions about the past from sources of information.	With guidance, extract information from several different types of sources Find answers to simple questions about the past using sources of information	Answer questions about the past by observing or handling sources of information e.g. objects, pictures, people talking about their past, buildings, written sources.	Begin to use sources of information in ways that go beyond simple observations to answer questions about the past Distinguish between different sources of evidence, comparing the versions of the same story. Use sources of information in ways that go beyond simple observations to answer questions about the past	Find answers to questions about the past by using a variety of sources of information. Use sources of evidence to begin to describe the culture and way of life and actions of people from the past.	Make detailed observations and to begin to make a number of inferences and deductions from a variety of sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources. Understand that some evidence is opinion and this leads to different interpretations about History	Confidently use sources of information such as the library/ the internet to follow up a line of enquiry Research, select and combine information from different sources of information

Cause and consequence

How historians construct arguments about the causes and consequences of events.

EYFS		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery	Reception						
Begin to ask questions	Question why things happen and give explanations	Understand that a cause makes something happen and that historical events have causes. Recognise why people did things, why events happened and what happened as a result. Understand that a consequence is something that happens as a direct result of something else.	Understand that a consequence is something that happens as a result of something else. Explain that historical events are caused by things that occurred before them. Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes. Understand that historical events have consequences that sometimes last long after the event is over.	Explain with confidence the significance of particular causes and effects and give reasons for, results of, historical events, situations, changes.	Analyse / explain reasons for, and results of, historical events, situations, changes. Begin to understand that historians may not agree on the main causes of an event.	Analyse / explain reasons for, and results of, historical events, situations, changes Address and devise historical questions about cause and consequence

Historical significance How historians and others attribute significance to past events or people, deeming them worthy of study or attention							
EYFS		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery	Reception						
Begin to recognise special times or events	Recognise and describe special times or events for family or friends. Explain who is important to them and why Share stories about people from the past who have an influence on the present	Talk about someone important e.g. in a simple historical account. Explain reasons why someone might be significant.	Talk about someone who was important e.g. in a simple historical account and give a reason why	Identify historically significant people and events from a period of history and give some detail about what they did or what happened.	Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. Identify historically significant people and events from a period of history and give some detail about what they did/happened.	Consider/explain the significance of events, people and developments in their context and in the present	Compare the significance of events, developments and people across History and time periods studied. Identify a range of historically significant people and events from different periods of history and explain why they were significant.

Historical Interpretation How historians construct their accounts of the past, including how and why these differ.							
EYFS		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery	Reception						
Know some information from the past	Know some key information about the past through settings, characters and events encountered in books	Look at books, videos, photographs, pictures and artefacts to find out about the past. Begin to understand why people did things in the past. Begin to identify and recount some details from the past from sources, e.g. pictures, stories.	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Begin to understand why people did things in the past, and how this past has been represented (sources). Find answers to questions about the past by using sources of information	Identify some of the different ways in which the past is represented, e.g. artist's pictures, museum displays, writing. Explore the idea that there are different accounts of history. Select what is most significant in a historical account and provide a reason why two accounts of the same event might differ. Begin to make inferences and deductions from sources of information e.g. objects, pictures, people talking about	Give a number of reasons for and/or results of the main events and changes in the periods of time which they have studied. Identify a number of different ways in which the past is represented, e.g. artist's pictures, museum displays, writing. Look at different versions of the same event in history and identify differences.	Show how some aspects of the times they have been studying have been represented and interpreted in different ways. Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretation of history. Give reasons why there may be different accounts of history	Show how some aspects of the times they have been studying have been represented and interpreted in different ways and gives reason for this. Know that people, including in the past, have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts in history linking this to factual understanding

				their past, buildings, music and written sources.			
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Chronological Understanding

How historians sequence events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past.

EYFS		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery	Reception						
Begin to make sense of their own history	Use words and phrases like: old, new, a long time ago.	Understand the difference between things that happened in the past and things that happen the present. Describe things that happened to themselves and other people in the past. Use a simple timeline Order and sequence a set of events or objects (2) Use some words and phrases about the passing of time and remember some parts of stories and memories about the past.	Understand and use the words past and present when telling others about an event. Recount changes in own life over time. Understand how to put people, events and objects in order of when they happened, Order and sequence a set of events or objects (3) Use a timeline to place important events using words about the passing of time, including clock time, calendar time and language like before, after, a long time ago, past.	Understand that the past can be divided into different historical terms and dates Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place some historical events in chronological order. Use a wide vocabulary related to historical terms such as Stone Age, Bronze Age	Place events, people and changes into correct periods of time. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Use an increasing range of terms related to the period and begin to date events within and across the periods studied	Order events and use appropriate terms related to the passing of time. Use these skills when they show their knowledge and understanding when describing events Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)	Understand chronology, sequence, local, national and international events and use appropriate terms related to the passing of time. Show mastery of these skills by demonstrating increasing knowledge. Order significant events, movements and dates on a timeline.

Progression in Substantive Concepts – Golden Threads

Society (Diversity)							
EYFS		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery	Reception						
Children discuss themselves and their families as well as different occupations	Children discuss themselves and their families as well as different occupations	Children discuss how school have changed from when their grandparents were younger.	Children will learn that London would have been a very busy and bustling place where houses were built close to each other and aspects such as disease were not given much thought. This will build on their knowledge of London in present day through Geography. Children will also learn that in each castle there was a strong hierarchy amongst the people living there starting with the lord or lady. The constable was usually the person making decisions. The peasants often lived outside the castle and were effectively farmers	It is important for children to know that in Britain many of the early Stone Age people were nomads and tended not to live in large groups. Later, Iron Age people started to live in hill forts and it could be said that these were the first villages in Britain. The Ancient Egyptian civilisation is one that most children will have heard of from mention of the pyramids or pharaohs. Their society was very hierarchical, with many slaves being poorly treated by their masters. We hear a lot about the glamorous side of the civilisation. However, there was also the aspect of the vast majority having to work extremely hard to help build the many temples and pyramids we now admire.	Children learn that the Romans introduced the concept of living in a city, which was very different from how the Britons had lived until then. They had a clear hierarchy of who was in charge of the decision-making process. Children learn that the ancient Greeks worshipped multiple deities (gods), and at the core of their religious system were 12 gods and goddesses known as the Olympians. Children learn that the Metropolitan Police was founded by Sir Robert Peel to serve and protect the people of London in 1829.	The Anglo-Saxon way of life differed from the Vikings, and both were very different from the outgoing Romans. Within Anglo-Saxon society, there was a clear hierarchy of people. Pupils should learn about being a child in Anglo-Saxon and Viking England. The Mayan civilisation were long lasting and impactful, starting around 2000 BC and ended in the 16 th century.	Through learning about the Titanic, children will learn about the contextual significance of society in the early 1900s and how the class structure impacted on the passenger’s chance of survival. Children will learn about the impact of WW1 and WW2 on society.

Monarchy							
EYFS		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery	Reception						
Children will have a basic introduction to the monarchy through British Values	Children will talk about kings and queens in traditional tales they have read		Children learn about the role and purpose of the monarchy and discuss Queen Elizabeth II's coronation in 1953 and her death in 2022. They also discuss King Charles III's coronation in 2023. Children learn that William the Conqueror used strongholds, such as castles, to help him remain king of all of Britain and that he put prominent people in charge of his castles to unify the country.			Children learn how the Anglo-Saxons divided England into several kingdoms. Each kingdom had its own king. Some, such as Alfred the Great and Edward the Confessor, are well known. Many ended up fighting each other.	Through learning about the Storming of Bolton, children will understand the English Civil War and the importance of religion versus monarchy. Children will learn about how the conflict arose primarily from disputes between King Charles 1 and Parliament over issues such as royal authority, taxation, and the King's control over the military and religious practices.

Invention							
EYFS		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery	Reception						
	children will learn about famous people from the past who have done something to change the world.	Children look at the invention of the aeroplane and how and how travel and transport have changed over time. Children will consider toys they play with compared to toys their grandparents played with. The invention of batteries meant that the types of toys children played with changed considerably.	Children will compare the improved way we put out fires, and consider inventions such as firefighting equipment (opportunity to touch on topical issues of fires in LA). Children will be aware that items they see around them, such as fire engines, were developed as a result of what has been learned from great fires in the past.	The invention of the wheel transformed life during the Stone Age. It made movement from one place to another much easier. The ability to move large rocks enabled people to build far away from where the rocks were found. Many of the inventions in Egyptian times came via their buildings. They were able to build impressive monuments, which we admire today. The carvings on these buildings were truly amazing for the time, considering the lack of the type of tools we are used to today. We learn much about this period because of the hieroglyphics carved onto the monuments.	The Romans did not invent roads or drainage, but they did develop them. They did invent underfloor heating and concrete. Children learn that the Ancient Greeks created the ancient games, which have similarities to the current day Olympic games. Children know that Samuel Crompton invented the Spinning Mule. The Spinning mule revolutionised the production of cotton. Even though the Anglo Saxons had a legal system, the Normans were the first to bring law and order to Britain. The Athenians invented democracy, a system that allows citizens to vote on important matters. However, women, children and slaves were not allowed to vote. The Ancient Greeks' love of athletics inspired the modern Olympic Games.	The ancient Mayans were incredibly inventive and created early counting systems using sticks and rocks as well as an early writing system that used symbols.	The Titanic featured several remarkable technological innovations and design features for its time, including watertight compartments, the Marconi wireless telegraph, advanced navigation tools, electric lighting, and the rivets and steel construction.

Legacy							
EYFS		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery	Reception						
Children learn about simple changes over time in regards to themselves and their families	Children learn about changes over time in regards to themselves and their families	Children learn about the changes over time in regards to transport and the impact that has had on the world as the years have gone on. They will also look at Bolton Wanderers Football Club and the legacy they have within the town of Bolton.	The legacy left by the Great Fire of London is strong. Not only has fire-fighting equipment improved, but also the way cities are rebuilt	It is hard to sum up the major legacy Stone Age people left for us. Undoubtedly the invention of the wheel was extremely important, as was making use of the iron ore they discovered. The Valley of the Kings in Egypt is a popular destination for tourists worldwide. The tombs give us a glimpse into a civilisation that was undoubtedly advanced and ahead of its time. Today, archaeologists are still learning about how the Ancient Egyptians lived and their obsession with death. Mummification is one aspect that we know something about, but we only partially understand many of the traditions associated with this civilisation. Children will also discuss how Fred Dibnah's legacy has been celebrated and memorialised in Bolton	The children learn that the Romans gave Britain many things, including good roads, coins, written language and rabbits. The children learn that the Ancient Greeks legacy of democracy still exists today. When Samuel Crompton died in 1827, a sculpture of him was put up in Bolton town centre in 1862 and it was sculpted by William Calder Marshall. The Anglo Saxons introduced crimes which are still crimes today, including; drinking too much, insulting your neighbour, stealing and murder. When it comes to their legacy, it is undoubtedly democracy that the Greeks are known for. They were known as philosophers and enjoyed debate. They also are known for inspiring the Olympic Games. Although much has changed, the Olympics, in their	Anglo-Saxons played a significant role in England's journey to becoming a Christian country. St. Augustine of Canterbury arrived from Rome and started to convert the Anglo-Saxon kings and their people. The Anglo-Saxons wrote the epic poem Beowulf. Beowulf gives examples of truth, bravery, honour, loyalty and perseverance. These values were essential to Anglo-Saxon people and were a part of society and everyday life. The legacy of the Vikings is known worldwide as they were strong, brave warriors who sailed the world and invaded many different countries, including Britain. The Mayans left behind a legacy within South America that is recognised around the world because of their innovation and intelligence, as well as the length	The legacy left by the two world wars are profound, and felt by people in Britain and all over the world. They have shaped the political, social, and economic landscape of the modern world. They resulted in the collapse of empires, the creation of new nations, technological and medical advancements and social and cultural shifts. Children will learn about the conclusion of both wars and the impact they had on Britain.

					modern format, includes the marathon, over a distance run by a Greek messenger during a war, his run eventually ending in the town of Marathon. The English language has many words from Ancient Greece, and our political system was first seen in the Ancient Greek city of Athens.	of time the civilisation survived for.	
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Trade							
EYFS		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery	Reception						
				The Ancient Egyptians traded in many things. Because of the journeys made by some prominent people, they were able to access many luxurious goods. The noblemen and women of Ancient Egypt found themselves with the very best, from spices to jewellery and more.	Children learn why the Romans invaded Britain because of its resources. Common goods were grains, wine, olives, cheese, honey, meat and tools. Some of these resources, such as tin and gold, were traded with other countries. The Industrial Revolution, which took place between 1750 and 1900, was a period of great change in Britain. This included the mass production and trade of cotton. In many parts of the world, people wanted beautiful Greek pottery. This pottery has been found as far away as the western coast of Africa. Other popular Greek goods were wine, olives, olive oil and marble.	The Vikings' ability to defend themselves and their goods allowed them to maintain a trading empire that stretched across northern and western Europe. It is important for children to recognise that the discovery of new countries meant new items could be traded e.g. spices	The Titanic was part of the White Star Line's fleet, which was heavily involved in transatlantic trade and passenger travel between Europe and USA. This trade route was one of the busiest and most important in the world. Children will learn about why the Titanic was so important in that time and about who the passengers were and why they were sailing to America.

Conflict							
EYFS		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Nursery	Reception						
			Children will recognise that castles were built to protect people from attack. The use of castles to defend people's rights has been long established. Even people living outside the castle wall were able to enter the castle grounds when there was an attack	Conflict was a big part of life in the Stone Age. It was not unusual for one tribe to battle with another. Groups that did live together tended to move in and out of lands claimed by other groups, which caused conflict. The fact that hill forts were built on high ground with wooden walls or barriers gives an indication that defending their territory was a major part of life during the Iron Age. Towards the end of the Iron Age, the Romans invaded Britain, greatly altering life in England (early introduction of the Romans in preparation for learning in Y4).	Children learn that the Ancient Greek civilisation ended before the Roman invasion of Britain. They also learn that the Greek era ended when the Romans defeated the Corinthians in the Battle of Corinth, Greece, in 146 BC. Children learn how the Romans tried to invade Britain three times. Finally, when they were successful, they encountered resistance from many groups. They were mostly successful in putting down resistance because they had superior weapons. The Romans had built a vast empire from invading countries such as	After years of stability and peace under Roman rule, the collapse of the Roman Empire brought chaos and conflict. Britons were attacked by the Picts and Scots and asked the Anglo-Saxons to protect them. The Anglo-Saxons agreed in return for land on which they could settle. Early Anglo-Saxon Britain was made up of different tribes with their own leaders. These separate kingdoms were in conflict with each other. The Vikings fought a long and bloody battle with the Anglo-Saxons for control of Britain. After battles, the Vikings often forced	Conflict during World War 1 was fought mainly on the ground in trenches, which developed into fighting by air during World War 2. Children will learn about the different types of conflict and how it impacted both people fighting on the front line and people at home in Britain.

				There was an aspect of conflict from within. Some slaves started to stand up to their masters. However, on the whole, the Ancient Egyptian civilisation lasted a very long time without being seriously threatened or invaded by others.	Germany and France. One of the most famous rebellions in Britain was led by Queen Boudicca, the leader of the Iceni tribe. She led a huge army against the Romans in Colchester, London and St Albans. Her army was finally defeated by a skilful and well-trained group of 1,200 Roman soldiers who defeated almost 80,000 men. The history of the Ancient Greeks recounts many conflicts between different groups. There are many episodes of battles and heroes in battle being retold even today.	local rulers to pay a tax (Danegeld) so that the Vikings would not attack the locals and destroy their land. The fall of the Mayan civilisation came after the invasion of the Spanish in the 16th century AD.
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Careers in History

At Brownlow our aim is to raise aspirations and support career related learning, helping children learn about the world around them broadening their aspirations and challenging stereotypes. There are so many varied pathways to a chosen career it's important that children recognise the opportunities that are available to them.

[hashtag#startsmalldreambig](#)

Studying history can lead to a great number of excellent careers as diverse as the media, government, heritage organisations, conservation, teaching, archives, museums and galleries, the police and law.

<https://uk.indeed.com/Tour-Guide-jobs>

<https://uk.indeed.com/Park-Ranger-jobs>

<https://uk.indeed.com/Archaeology-jobs>

<https://uk.indeed.com/Librarian-jobs>

<https://uk.indeed.com/Museum-Archive-jobs>

<https://uk.indeed.com/Researcher-jobs>

<https://uk.indeed.com/History-Writer-jobs>



Humanities (history) Champions

Brownlow Fold Primary School

Pupil Roles and Responsibilities Vacancy



Humanities Champions

Do you have what it takes to be a Brownlow Fold Humanities Champion?



Main purposes of the job

To work with a member of staff to promote a love of Humanities throughout school

Main responsibilities and tasks

To speak with the other children to find out their views
To feedback pupil views to the Head teacher and Senior Leadership Team
To meet regularly and focus on ways in which to promote a 'Love of Humanities' in school.

Experience

Experience of talking to others and sharing viewpoints
Experience and a love of Humanities

Knowledge, Skills and Abilities

Can work as part of a team
Ability to communicate to large groups confidently
Ability to promote Humanities throughout school

You must be in Year Three, Year Four, Year Five or Year Six to apply for this role

If you think that you have the necessary skills to do this role then please take an application form and complete it.

Please give your completed form to your class teacher.

Mrs Cheung will look at all applications together with the person responsible for overseeing each role in school. Good Luck

Pupil Roles and Responsibilities at Brownlow Fold Primary School



Brownlow
Fold Primary
Together we fly

Congratulations on your new pupil role at Brownlow Fold! You have successfully passed through a rigorous selection process.

Below are a series of tasks that I would like you to complete.

Humanities Champions

Design a logo

Our logo needs to be a symbol that captures

HISTORY and **GEOGRAPHY** in a single image.

You could include your favourite location in your logo,
or your favourite period of British or World history.

Humanities and English

You have the say!

Bringing history and geography into our English lessons is a great idea, so why not give more suggestions for making history and geography part of writing lessons?

Getting creative!

Can you perform?

There are many expressions of history and geography in the creative arts: art, music and drama.



Music is symbolic all around the world. Can you find and perform music which is linked to part of our history curriculum? Could you do a performance from a part of World History? This will be recorded and shared with the whole school.

Be the change!

You are the history makers...

What message do you want to share with your peers? It is your opportunity to make change.

What will you inspire them to do? Climate leaders? Make something for people in the community?



Research task

What is history? How do we know?

We learn many things about history in school, but what is history? How do we know what really happened? How do we find clues from the past that are honest and real?



Do we always have the right answer?

Humanities Champions take part in a wide variety of tasks from suggesting ideas to improve learning experiences, speaking in assemblies about their subject or supporting deeper understanding of the subject in mixed year group curriculum conversations.

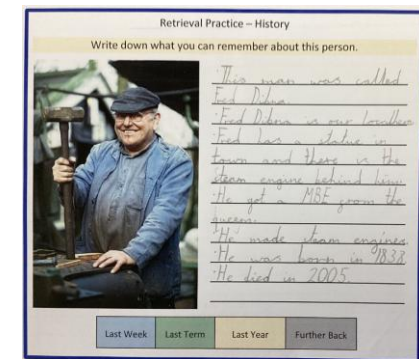
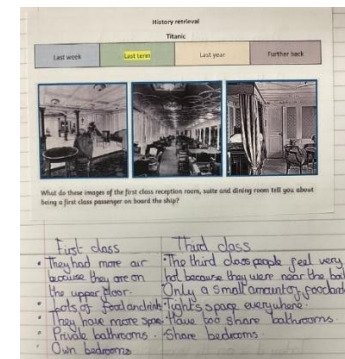
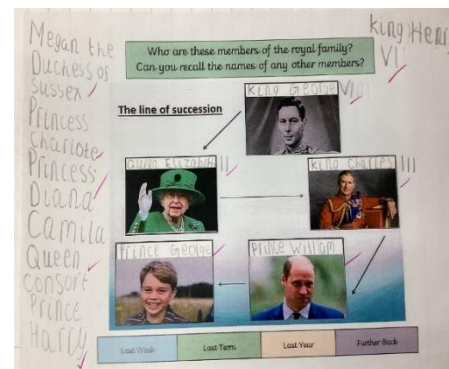
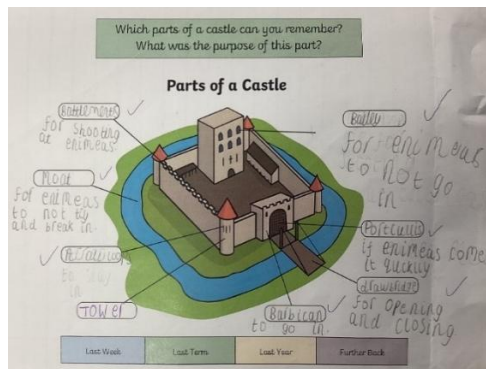
The role has purposely been implemented to encourage a 'love and passion for learning in this subject' with pupil voice as the subject champions.

Retrieval Practice

Retrieval practice involves generating answers to questions about previously learnt information. Retrieval practice provides opportunities for pupils to practise applying the knowledge they have understood to consolidate understanding and strengthen recall.

For example, this could take the form of a past paper, a multiple-choice quiz or a verbal question and answer. This requires children recalling information that they have learned throughout the week, term, year, previous years and has several benefits:

- It helps the children make new connections
- It helps strengthen existing connections
- It is reliable under pressure
- It gets information into their long-term memory (which also makes it easier to learn new things)
- It provides a foundation for future learning as it prompts feedback



Extra-Curricular Clubs

At Brownlow Fold, we provide children with a wide range of extra-curricular activities. Extra-curricular activities help children to learn about themselves and develop and use their skills and knowledge in different contexts. In addition to building skills within a specific discipline, extracurricular activities are great for developing general academic and soft skills. For example, debating for public speaking, academic competitions for exam strategies and sport for teamwork. Being part of a group or team also provides a sense of belonging, with extracurricular activities offering an opportunity for children to interact with others with similar interests and potentially build friendships outside of their usual circle.

- Performance Poetry club – Cross curricular club
- Drama club – Cross curricular club

Enrichment in History

Clitheroe Castle Visit

Year 2 pupils will visit Clitheroe Castle where they will engage in a ½ day workshop, have a tour of the Norman castle, build their own mottle and bailey castles to defend. Year 2 pupils discovered why castles were built, what they were built out of (link to Science topic materials), investigate how they were defended and attacked and find out how they changed and got bigger.

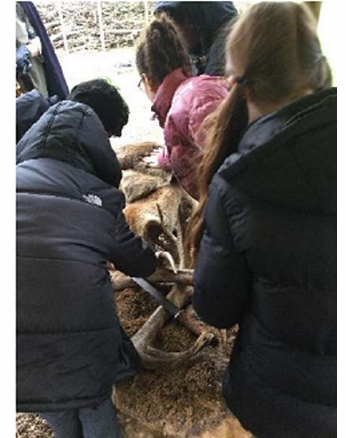
Chester Museum – The Romans

The pupils in Year 4 went on a class trip to the Grosvenor museum to learn about the Romans.



Stone Age Workshop

The Year 5 pupils had an amazing time experiencing what life would have been like in the Stone Age. They completed a food investigation, artefacts and an animal skin investigation.

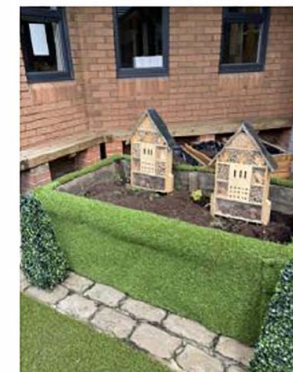


Delve into History

School workshops take place to give children the opportunity to handle real life artefacts from the past. Handling artefacts allows children to use their senses, develop questioning and problem solve, strengthen their understanding of a period, and empathise with people from the past. Artefacts can tell us where people lived; what they ate, wore, and used; and how a culture changed over time.

Community/Sensory Gardens

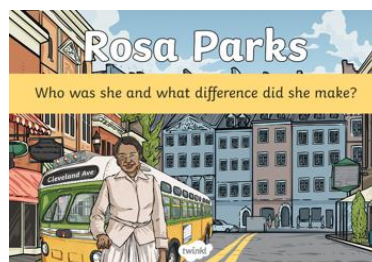
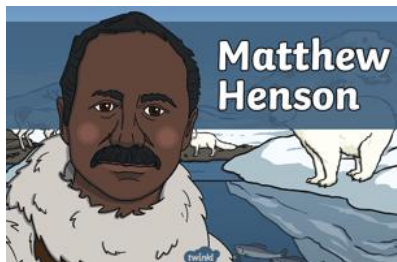
The opportunity to take our lessons outdoors is wonderful for our pupils, as they often feel less inhibited both physically and mentally, allowing them to apply their learning in a real-world context whilst opening the door to all facets of development. Our Sensory Garden benefits the children's wellbeing and also supports the curriculum – from Maths and Science to Art, Geography and History. Each child at Brownlow Fold has the opportunity, throughout the year, to take part in activities to develop our Community Garden. The children learn gardening skills through planting seeds, weeding or harvesting produce. As well as this have the opportunity to sketch wildlife, understand how food goes from field to fork and learn how to attract more birds and insects into our outdoor environment. Pupils worked together to keep the weeds out of the flower beds and keep the community garden nice and tidy for people to use.



Black History Month

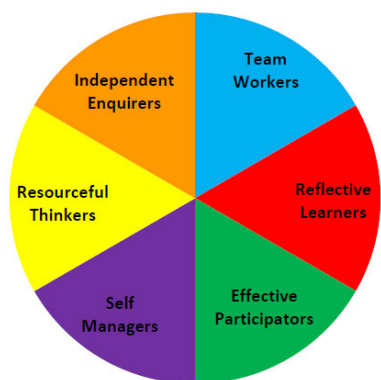
As part of art day, linked to Black History Month, children looked at Kente Cloth and we created paper weave artwork to represent the Kente Cloth. Parents were invited to come and look at their children's artwork after school.

During this month black people are recognised for the contributions they have made and continue to make to society. There is a different theme each year. The theme for 2023 was 'Black Resistance'. All classes researched a famous Black person children gained a greater understanding that throughout history black people have always been present in the UK but there has been a lack of representation in the history books. The campaign aimed to celebrate the contributions and breakthroughs of Black professionals.



Empowered Learner in History

Each term the 'Empowered Learner' focus emphasises six areas of personal development. Throughout their time at Brownlow Fold all children are supported to become self-evaluative of their own strengths and areas for development. 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 our pupils to enjoy and reflect on their learning across the curriculum.



Autumn One - Self Manager
Autumn Two - Effective Participators

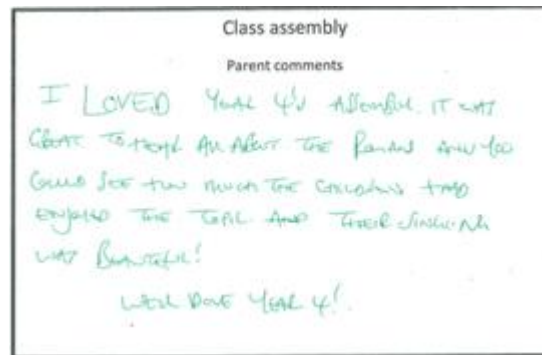
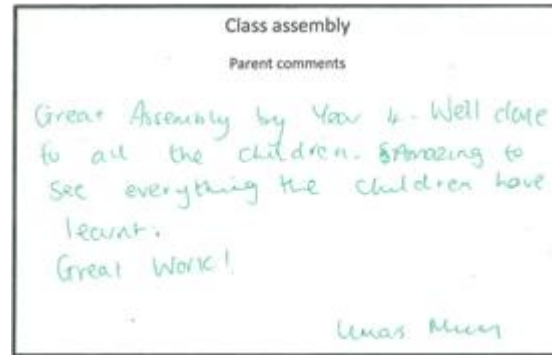
Spring One - Resourceful Thinker
Spring Two - Reflective Learner

Summer One - Independent Enquirer
Summer Two - Team Worker

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The children in Year 4 shared their learning linked to their History topic, the Romans. They sang a song, all had speaking parts and the feedback received from parents was very positive.



Applying History

At Brownlow Fold the children visit museums to discover evidence of the past and relate their own experiences to those of historical figures such as, Samuel Crompton and Fred Dibnah. By engaging with historical figures in various ways, children can develop an understanding of history and apply their own perspectives to past stories.



Knowledge Organisers

Our curriculum knowledge organisers contain key facts and information that children need to have about a topic. Our knowledge organisers include the essential facts about each topic, laid out in easy-to-digest chunks; key vocabulary or technical terms and their meanings; images such as maps or diagrams; and famous quotations, if relevant. When pupils learn, they gain and retain deeper and more sophisticated knowledge in their mental models. Developing pupil knowledge is important as the more pupils know (and the better organised their knowledge), the better they can understand a new idea (by connecting it to their existing knowledge) and the better they can solve problems (by applying their knowledge). Their existing knowledge reduces the burden on pupils' working memory.

Historical Artefacts

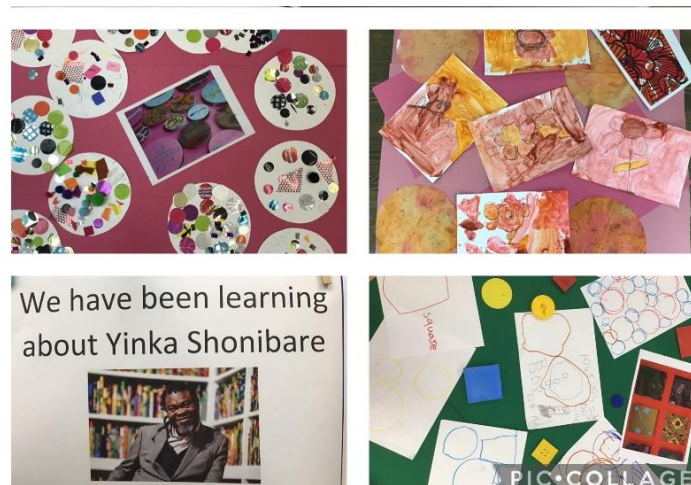
Delve into History

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Learning Environment celebrating History Work





Local History

Each class covers an element of local history linked to historical events, businesses or people. These allow for in-depth research to connect the past with the present and makes connections to their communities both past and present. These local historical studies help pupils understand why their neighbourhoods look, feel, and behave the way they do.



Parental Engagement

Ofsted **Parent/Carer: Brownlow Fold Provision** **Brownlow Fold**

HISTORY

This parent/carer questionnaire aims to explore your thoughts and feelings about the quality of our in-school provision for **HISTORY**. Once completed, please return the questionnaire to your child's teacher. Thank you

Read each statement below and circle the best fit.

Q1. My child feels safe in school.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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Q2. The school has high expectations for pupil achievement, progress and behaviour.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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Q3. The school makes sure that pupils are behaving well.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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Q4. My child is taught well in history.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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Q5. I know what my child is learning in history.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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Q6. My child tells me what they are learning in history.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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Q7. The school lets me know how my child is doing in history.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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Q8. My child gets home learning linked to history and it is age-appropriate and enjoyable.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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Q9. School trips are relevant to my child's learning in history.

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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Brownlow Bucket List

At Brownlow Fold we have carefully designed a 'Brownlow Bucket List' to provide our pupils with a range of memorable and meaningful experiences during their time with us. Rather than being a list created individually, it is a collection of activities and opportunities chosen by the school, ensuring that every child has the chance to take part. Our aim is for pupils to leave Brownlow Fold having not only achieved academically, but also having enjoyed a wide variety of experiences that will enrich their personal growth, confidence, and sense of community. These activities include opportunities to:

- Try new challenges both in and outside of the classroom.
- Take part in cultural, creative, and sporting experiences.
- Develop life skills that will support them beyond primary school.
- Celebrate important milestones with their peers.

The Bucket List is something we want children to be proud of as they move on to the next stage of their education. Each item ticked off will represent an achievement or special memory that has shaped their journey with us.



Things to achieve before I leave...

Take part in a Forest School Workshop 	Become a pupil ambassador 	Attend the Headteacher celebration tea party 	Share and debate my views 	Try food from another country
Have my art work exhibited 	Participate in the schools linking projects with pupils from another school 	Take part in a sports competition 	Visit a place of worship 	Carry out a science experiment
Take part in Geographical field work 	Read a target amount of books each year 	Recite a poem 	Perform on stage 	Achieve an Empowered Learner Award
Achieve the Teddy Award 	Take part in the Y6 residential 	Visit a beach 	Learn to ride a bike (Bikeability) 	Help look after our school dog (Teddy)
Visit a library or museum 	Learn to swim 	Achieve the Star of the week 	Meet a member of parliament 	Raise money for charity
Plant flowers and seeds in the sensory garden 	Record an episode for the Brownlow podcast 	Take part in the Learner to Learner programme 	Find my way using a map/compass 	Take part in an extracurricular club
Meet an author 	Learn to play an instrument 	Ensure I have a Growth Mindset 	Visit an airport 	Complete a Commando Joe mission
Sing on a stage as part of choir 	Achieve the reader of the week 	Take part in the Brownlow Bake Off 	Enter a competition 	