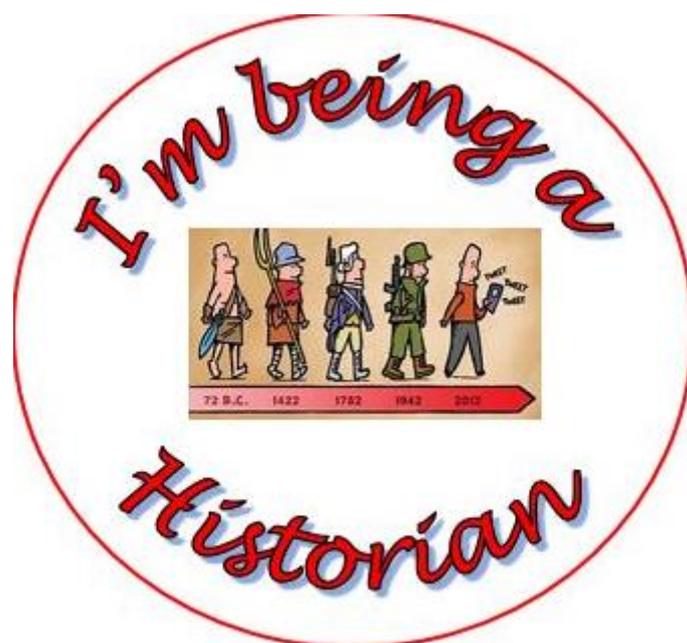




Being an Historian at St Chad's



What do we want History to look like at St Chad's?

"We are not makers of history. We are made by history."

Martin Luther King Jr

At St Chad's, everything we do is driven by our vision of 'Learning to Love and Loving to Learn. We inspire our pupils to engage in a lifelong journey of learning through teaching them the skills of a historian while providing them with a rich knowledge base to build on. Our five Cs of Community, Curiosity, Collaboration, Creativity and Communication ensure that our history curriculum is engaging, inspires pupils' to ask questions about the past and uses knowledge past to understand the present and to work towards building a positive future where our pupils understand that they have a responsibility to be a positive participant in our global community. Our study of history centres around 4 key concepts.

Alongside the school's vision and 5Vs, we aim to drive the teaching of history through 4 key historical concepts, which act as drivers.

Chronology



A solid understanding of chronology is essential to meaningful study of History as it allows pupils to place their understanding of a topic within the context of their prior knowledge. It allows them to construct a clear narrative of events in the past and compare and contrast between time periods and locations. As a result, they are able to draw connections between the events of the past, the modern day and the future ahead. Therefore, chronology is the golden thread that underpins all off our historical learning in St Chad's from EYFS to year 6.



Community

Community is one of our 5Cs as it is an essential part of our vision of 'Learning to Love'. Only by understanding how our local, national and international communities have developed, can our pupils appreciate diversity, consider their role in society and understand the challenges of our time. Through study of ancient civilisations, the children explore what factors allowed these peoples to prosper and the influence they have had on our culture today. We study key changes that have taken place in our society, significant people who have fought for these changes and the impact these have had on our lives today, thus inspiring the pupils to take action and work collaboratively in shaping the future society that they would like to see. Through this study, we consider how the well-being and safety of members of our community has developed in creating a more inclusive and supportive democratic society, and the next steps in providing this for all.



Settlers and Invaders

In understanding what it means to 'be British', we believe it is essential to teach the children about the multiple influences that been brought together in the society we know today and the part that invaders and settlers have had in creating this. Similarly, it is important to establish the role our settling and invading has had on other cultures. As we study the reasons and methods of multiple invaders, the pupils are able to draw comparisons and identify the legacies of these time periods. This is essential in pupils understanding how our current community has been shaped and the challenges of their time.



Exploration and Industry

The study of exploration and industry helps to broaden pupils' horizons beyond what they perceive to 'be possible' and exposes them to the lives and achievements of those who have managed to shape the future through their ingenuity. However, part of this study is also looking at the cost of such exploration and industrial development, both human and physical, as we aim to develop the pupils into considerate and empathetic members of the global community. Through this, the pupils gain a better understanding of current situations that they see in the news and a more rounded understanding of words like 'empire' and 'independence'.

How do we achieve our aims in History at St Chad's?

Creating Our History Curriculum

When creating our History curriculum, it is important that it links into our connected curriculum as closely as it can. Therefore, opportunities are created to allow links to be made with other subjects enabling knowledge to be sequenced and carefully mapped throughout pupils' time at St Chad's.

For example, the pupils' learning in KS1 about Neil Armstrong as an amazing individual and about the history of flight feeds directly into the pupils' learning about Earth and Space in science in KS2. This is further developed through the pupils writing around the novel Cosmic.

[Follow this link to find out more about St Chad's Rolling Programmes.](#)

History in the EYFS Curriculum

The study of Historical knowledge and skills begins in EYFS and is built sequentially to Year 6. Pupils are encouraged to use the language of time when describing events in their own lives and those of their family. Furthermore, they are taught to sequence events that have happened to them personally. This is the beginning of developing the key concept of chronology for the pupils and leads into their learning, beyond their own experiences, in KS1. Other time periods are introduced to the pupils through careful choices of texts that are shared and the 'Inventing' that follows.

Being an Historian at St Chad's

Throughout their time at St Chad's, we foster curiosity in our pupils about the past and encourage them to pose Historical questions and use sources to answer them. We teach them to look at a range of sources critically and to consider their reliability. We also encourage children to look for what we can learn from the past and how we can use this to shape our futures.

Our History curriculum is taught through units in which children study a key question. The teaching and learning cycle is split into three sections.

Exploring	<p>Immersing pupils into the topic to encourage their curiosity. By KS2, this is often led by the pupils.</p> <p>This could include welcoming in visitors, trips or experience days.</p>
Deepening	<p>Building knowledge and making links to the pupils' prior knowledge. The focus is on developing a depth of understanding within a few key aspects of the topic.</p> <p>There is a focus on building pupils knowledge through a cycle of retrieval to ensure the pupils are learning and remembering more.</p> <p>Our multi-sensory approach ensures all pupils are fully engaged and the learning is accessible for all.</p>
Producing	<p>Children answer the key question for the term using the knowledge they have gained throughout the Deepening Phase. This could include Powerpoint presentations, artwork, writing, producing documentaries amongst others.</p>

Exploring phase Immersing pupils in the topic. Student led in KS2.	Deepening phase Building knowledge – focus depth of understanding rather than quantity of topics covered Making links to prior knowledge			Producing phase Assessing children's knowledge and understanding in relation to the objectives.
Week 1	Week 2	Week 3	Week 4	Week 5

Power through the 5C's of Learning

Alongside St Chad's vision of 'learning to love, loving to learn', St Chad's 5C's of learning drive the creation of our Curriculum. Further information as to how the 5C's of learning positively support the teaching of History can be identified in the table below.



<i>St Chad's Learning Cogs</i>	<i>Using our Learning Cogs within History</i>
<i>Community</i>	<ul style="list-style-type: none"> • A key concept in our History curriculum • Visits and visitors • Local studies • Focus on ourselves as members of the global community • Studies of key events that have shaped our society
<i>Communication</i>	<ul style="list-style-type: none"> • Talking like a Historian • Knowledge Organisers • Sentence stems to support all learners • Multi-sensory approach
<i>Curiosity</i>	<ul style="list-style-type: none"> • Opportunities for Historical Enquiry • All topics based on a key question • Opportunities to explore sources and ask questions
<i>Collaboration</i>	<ul style="list-style-type: none"> • Group work as part of our multi-sensory approach • Use of talk partners
<i>Creativity</i>	<ul style="list-style-type: none"> • Multi-sensory approach • Opportunities to share learning in a range of ways.

Creating our Classroom Environments and Displays

When designing our classroom environments, we aim to build a positive, purposeful and inspiring environment without creating cognitive overload for our students. Therefore, our displays are all working walls, which build and develop as the pupils learn. Our

Learning Journey displays centre around the key Historical/ Geographical learning form that term and include examples of work, key learning prompts, sentence stems and key vocabulary. These are used as a learning tool for the pupils.



Talking like an historian

It is important that children are able to demonstrate a growing understanding of subject-specific vocabulary. A progression of vocabulary has been created to demonstrate vocabulary that gets revisited before identifying the vocabulary that is introduced.

HISTORY VOCABULARY PROGRESSION ST CHAD'S PATCHWAY CEVC PRIMARY SCHOOL						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • today • yesterday • tomorrow • present • past • future • day • week • month • long ago • old • new/recent • parent • grandparent • great • grandparent • clue • memory • lifetime • date 	<ul style="list-style-type: none"> • year • calendar • date order • family tree • Queen • King • rule • local • Britain • picture • photograph • object • historical event • difference • explorer • museum 	<ul style="list-style-type: none"> • before • after • timeline • evidence • artefact • Monarchy • pleasant • parliament • court • democracy • eye-witness • research • then/now • similarities • nation • invasion • settlers • Empire • Emperor • Romans • Vikings • Anglo-Saxons 	<ul style="list-style-type: none"> • chronology • prehistory • AD • BC • source • version • compare • ancient • archaeologist • historian • historical information • conflict • conquer • conquest • civilization • kingdoms • society • slave • rebellion • revolt 	<ul style="list-style-type: none"> • decade • century • view point • account • historical argument • impact • legacy • significance • primary source • secondary source 	<ul style="list-style-type: none"> • period/era • comparisons • historical perspective • interpret • international • national • locality • connections • analyse • advancements • crime • punishment • torture • colony • colonisation • slave trade 	<ul style="list-style-type: none"> • propaganda • interpretations • opinion • evaluation • summarise • changes • continuity • societies • cultural • diversity • global • perspective

Knowing More and Remembering More

To ensure children are strengthening schemas within their memory, it is important that knowledge is constantly being developed and embedded within children's long term memories. Therefore, a knowledge progression has been developed to demonstrate how knowledge is introduced and then deepened throughout further units of learning.

Unit		Year 4 Unit 11	Prior knowledge
Big Picture Question	How have oceans changed over time?		Names and locations of Earth's oceans and continents. Northern Hemisphere countries include England, Egypt, China and Sudan.
Rationale	Opportunity to look at human impact on the natural world (pollution)		Southern Hemisphere countries include Brazil, Paraguay, Argentina and Peru. The location of the tropics and Greenwich Meridian.
Key Concepts	Our Physical World Thinking Geographically		The largest rainforests surround the Amazon River and the Congo River. The Nile is one of the largest rivers in the world. Locate the Nile, Amazon, Yangtze, Yellow and Congo rivers on a map.
Objectives History	Objectives Geography	Key Knowledge	
	Know the name of and locate a number of the world's longest rivers Know how to use graphs to record features Understand how human influence can affect our natural world Use Google Earth to locate a country or place of interest and to follow the journey of rivers etc. Use maps, atlases, globes and digital computer mapping (Google Earth) to locate countries and describe features studied.	Identify the biodiversity within a chosen ocean. Learn how the food web works. Oceans cover 70% of the Earth's surface. Focus — Plastic waste Animals can become entangled in fishing nets and plastic rings. Plastic waste is eaten by many species E.g. thinking plastic bags are jelly fish. Micro plastics eventually make their way into the sea. They are eaten by micro plankton and make their way through the food chain. Reduce, Reuse, Recycle. Focus — Global warming Global warming is increasing the world's temperature. Excess Carbon dioxide is trapping the heat from the sun. Warmer temperatures are causing coral bleaching It is affecting the migration patterns of fish E.g. tuna Focus — Over fishing Our oceans contain 6 times fewer fish than 100 years ago. Fish are being caught quicker than they can reproduce. It will impact the whole ecosystem.	

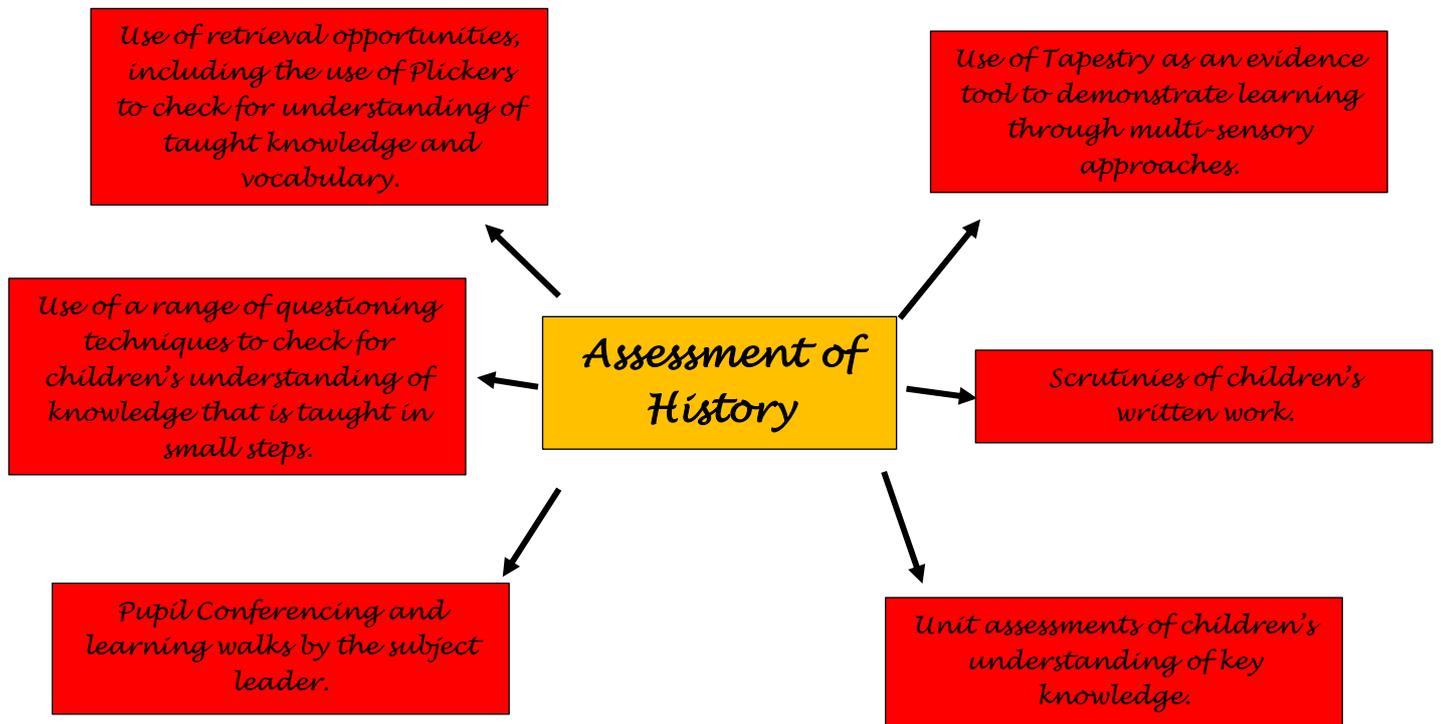
Knowledge Organisers

To support all children in knowing more and remembering more when developing their historical knowledge, knowledge organisers are used within lessons. Knowledge organisers are used to help children strengthen schemas within their memory and transfer taught knowledge into the long term memory.

<p>Unit Title: Unit 5 – How much change did the Industrial Revolution bring?</p> <p>What should I know?</p> <p>The industrial revolution was the transition from when people in villages used to produce their own goods on a small scale, to goods being made on a large scale in factories. The industrial revolution involved many changes in Britain including the introduction of factories, new machines were introduced to farming, the introduction of steam trains to carry coal and the formation of new cities in Britain.</p> <p>The industrial revolution in Britain began due to the slave trade. From 1500 to 1880, an aspect of the slave trade was to force African and Caribbean people to work on plantations. The cotton was sent to Britain to cities like Manchester, which set off the industrial revolution.</p> <p>The industrial revolution took place between 1760 and 1840.</p>	<p style="text-align: center;">Key Knowledge</p> <p>Key Changes</p> <p>The Spinning Jenny: James Hargreaves invented a spinning wheel in 1770, which could spin 120 threads of cotton at one time. Before this was invented, one person could only spin one thread at a time.</p> <p>The Steam Engine: In 1776, James Watt developed Newcomen's steam-pump design and used steam to create energy to power trains. It also powered the machinery in the factories.</p> <p>The Locomotive: The first train to run on tracks like the ones we know of was invented by George Stephenson in 1814. The first steam train was called the Rocket and ran from Manchester to Liverpool.</p> <p>How lives changed</p> <p>Many cities and towns did not have the infrastructure in place to cope with the rapid increase in numbers.</p> <p>There was a housing crisis, and many families lived in one room together. Back-to-backs were built close to the factories to fit as many people in as possible. Many houses did not have running water or toilets, and sometimes 100 houses had to use the same facilities.</p> <p>The cramped housing led to diseases and illness spreading quickly amongst people during the industrial revolution. A deadly outbreak of cholera in 1832 killed over 31,000 people. Typhus, smallpox and dysentery were also common.</p>	<div style="text-align: center;">  </div> <p>Key Vocabulary</p> <p>industry revolution Georgian Period carriages coaches trains power inventors agricultural Spinning Jenny steam and coal power factories poverty</p>
<p>What should I know by the end of the unit?</p> <ul style="list-style-type: none"> • The Industrial revolution was a time of rapid change and growth. • Many people moved from the countryside to the cities, which became overcrowded and disease spread quickly. • Developments in technology meant factories could produce more in a shorter space of time. • Coal and steam power made travel quicker. 	<p style="text-align: center;">Making Links – Remember when you.....</p> <ul style="list-style-type: none"> • Learnt about George Stephenson's rocket in DT • Learnt about the Transatlantic slave trade • Learnt about the work of John Wesley in RE 	



How is progress assessed in History?



I enjoy learning all about different eras in history.

I like understanding what life was like and how we have come to modern times.

Children's Voice

I enjoy learning all about different ancient civilisations.

I loved making the Tudor house and then painting it.