













Intent

At St Aloysius, we understand the importance that the history curriculum plays in providing a rich and broad primary education. We are committed to providing an exceptional history curriculum which helps our pupils to make sense of the present as well as the past and supports them to appreciate the complexity and diversity of human societies and development.

Our intention is that every child will be an interested and inquisitive learner of history. We follow the National Curriculum programmes of study for each year group, aiming to create the very best historians, well equipped to continue their studies in history as they move throughout their education. We challenge pupils to think, act and speak like those working in the field would, by developing a consistent approach across all year groups. Substantive knowledge and disciplinary knowledge are explicitly taught. By substantive knowledge we mean the people, events and developments from the past that children will learn about. By disciplinary knowledge, we mean all the various processes that children need to develop if they are to get better at a subject. This can both refer to a process of doing something (e.g. interpreting a source) but also a thought process in order to understand big concepts such as change, continuity and consequence.

High quality history teaching in primary school is our ultimate goal. This forms part of a larger progressive curriculum into KS3 and KS4. Our cohesive approach to teaching history in St Aloysius is driven by several key principles. We began with the idea that getting better at history requires both substantive and disciplinary knowledge to be carefully blended together in all planning and teaching. Neither can be taught without the other. When planning our units, we took note of the preambles at the start of each key stage and did not simply focus on the *'Pupils should be taught about'* section in order to create clear, cohesive and sequential long-term planning, accounting for prior knowledge and key skills for meaningful progression. Our units recognise that it is fundamental children develop chronological knowledge, both in terms of sequencing periods of history and of having a clear sense of the characteristics of a particular period. Linking learning within and across key stages is essential to developing the bigger picture of history. In order to communicate their understanding, key historical terms are taught well and in context. The explicit teaching of the precise and subtly changing meanings of vocabulary linked to each topic has been developed over time with careful planning and revisiting allowing for long-term retention.

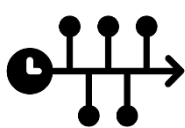
Historical concepts need to be rooted in the study of actual historical people, events, and development, which allows for the flow of the immediate narrative of learning and brings it to life and serves to build up an unseen and almost instinctive layer that forms our longer-term knowledge. It is this that underpins all future learning, giving us a chronological framework, historical terms and key concepts that enhance our learning across the curriculum.

Curriculum Coverage					
Upper KS2	Y6		Conflict through time		Crime and Punishment
	Y5		Anglo Saxon and Viking Britain		Early Islamic Civilisation
Lower KS2	Y4		Ancient Greece		Roman Empire and its impact on Britain
	Y3		Stone Age to Iron Age		Ancient Egypt
KS1	Y2		Great Fire of London		Comparing Queens
	Y1		Toys through time		Women in History

Implementation

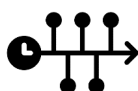
We have developed our curriculum, working alongside Secondary experts, by carefully considering the building blocks needed to make progress in history from EYFS to Y6; identifying what knowledge and skills are essential to pupils' understanding. Our curriculum is based upon four key threshold concepts:

- Chronology
- Thinking like a historian
- Investigating the past
- Communicating history

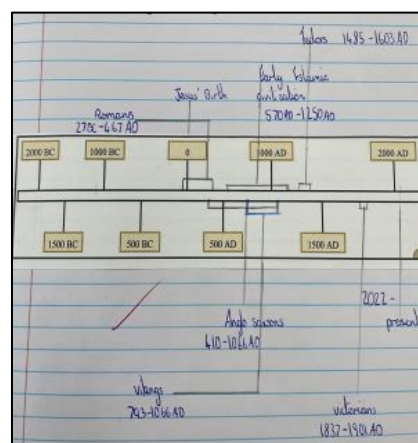
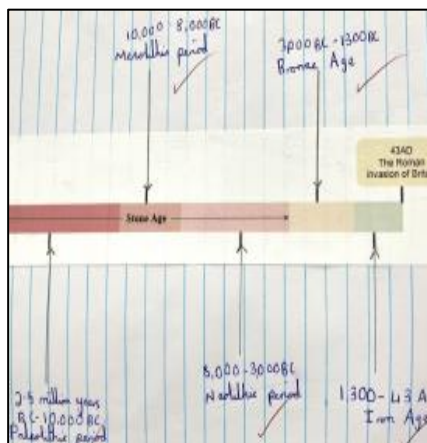


High quality input from experts and educational resources, including detailed CPD, complement the delivery of specialist learning, just as high-quality teaching responds to the needs of children. Collaborative planning created by both Primary and Secondary colleagues, provides units of work, rooted in historical content, which focus on embedding challenge, metacognition, retrieval and practice.

Chronology - Why is it important?



Generating a mental timeline makes pupils existing historical knowledge more secure and therefore makes new knowledge easier to learn. The idea of chronology is introduced in EYFS with visual timelines of the day and discussions about what has already happened and what will happen next. Chronological understanding builds year on year as children become more confident understanding and plotting key moments in time.



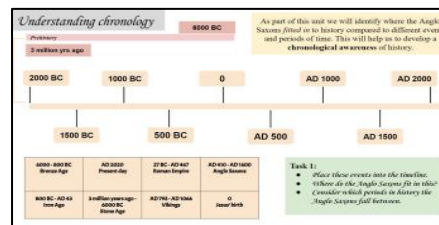
Some examples of what chronology might look like in books...

How do our units of work help to develop chronological understanding?

All of the units in our curriculum have been designed in a sequence of learning to support students chronological understanding. For instance, the Romans and Ancient Egypt in Y4 followed by the Anglo-Saxons and Early Islamic Civilisation in Y5.

Each individual unit of work also has chronological understanding at the core of the unit with reference to dates/key events in specific lessons and how this links to the bigger picture.

For example, pupils in Key Stage 2 may investigate 'Who were the Anglo-Saxons and why did they come to Britain?'



Who were the Anglo-Saxons and why did they come to Britain?

The Anglo-Saxons were warrior-seafarers who were made up of three tribes: the Jutes, Angles and Saxons. They came from places such as Germany and Denmark and landed in places such as Northumbria and Kent.

There were three reasons why the Anglo-Saxons came to England. One of the reasons being that the Britons begged the Anglo-Saxons to help fight against the Picts. When they had a night's sleep, the Picts and the Saxons they did the Anglo-Saxons decided that they didn't want to leave and instead they took over Britain. Another reason the Anglo-Saxons came to England was because some Anglo-Saxons were helped by British warriors who loved to fight. Another reason was to help the Anglo-Saxons were carrying out the vengeance of God. They also came to farm and to settle. They wanted to farm because in their home lands it flooded a lot and waters that stopped crops from growing, growing which meant they had nothing to eat.

Thinking like a historian - what does that mean?



There are seven disciplinary concepts (second order concepts) which we use in history. Five of them relate to 'Thinking like a historian'. These relate to types of historical argument taught to pupils, and include:

- cause
- consequence
- change and continuity
- similarity and difference
- historical significance

The other two of the seven relate to the threshold concept of 'investigating the past'.

Each lesson should be focused on one of these concepts.

Cause

This relates to the art of causal reasoning: how or why events or states of affairs occurred or emerged. For example, pupils in KS1 will look at what caused the Great Fire of London to start and pupils in KS2 may investigate when and how Early Islamic Civilisation began.

When and how did the Early Islamic Civilisation begin?

How did the Early Islamic Civilisation occur?

When Muhammad was 41, he began to hear and share messages. The believers then emerged from Mecca, which was called 'the path', at the time, he was living and working in Mecca.

Initially, people were reluctant to believe Muhammad's messages. This was because the people looked at the face before of many different gods and they professed themselves to be true through people making pilgrimage to a holy mountain which is called Mecca.

However, in 622 AD Muhammad and his followers were forced to leave Mecca. They formed a new community in a place called Medina. This was the start of the Islamic religion.

It is all you think about the Prophet because more an influential man the people of the world.

In around 700 AD the Islamic religion then started to spread from Baghdad (capital city of Iraq) through North Africa and into Spain.

The only Islamic civilisation was the Muslims.

We were a bit more before the Islamic world!

The town where a Muslim lived in Mecca Mecca is just above Mecca when that was before the Islamic religion. The Islamic religion was first around 570 AD. It was also born in Mecca. Muhammad was the one who created the religion of Islam. He was in Mecca when he was born. It was called a 'holy city' and called the 'holy city'. He was born in Mecca and he was called the 'holy city'.

When did the Early Islamic Civilisation begin?

It started around 570 AD. Muhammad was born. Muhammad created the religion of Islam. He was born in Mecca. He was born in Mecca and he was called the 'holy city'. He was born in Mecca and he was called the 'holy city'. He was born in Mecca and he was called the 'holy city'.

When did the Early Islamic Civilisation begin?

It started around 570 AD. Muhammad was born. Muhammad created the religion of Islam. He was born in Mecca. He was born in Mecca and he was called the 'holy city'. He was born in Mecca and he was called the 'holy city'. He was born in Mecca and he was called the 'holy city'.

Consequence

This relates to the consequences of an event or development. For example, in their KS1 unit, Great Fire of London, pupils will examine how the landscape of London changed as a consequence of the fire. In KS2, pupils investigate the consequences that the Viking invasion had on Lindisfarne in the 8th century.

What impact did the monks of Lindisfarne have on the local and wider community?

What will I learn?

By the end of the lesson, you should be able to:

- explain the impact of the monks of Lindisfarne on the local and wider community.
- describe the impact of the monks of Lindisfarne on the local and wider community.
- explain the impact of the monks of Lindisfarne on the local and wider community.
- describe the impact of the monks of Lindisfarne on the local and wider community.

To explain the impact the monks of Lindisfarne had on the local and wider community.

The monks of Lindisfarne had a great impact on the local and wider community. They helped the community by spreading the word of Christianity. They also taught young boys to be Christians. They also had an impact on the education of the community by setting up of the first school in the North East.

NOT: Do you think the monks had the greatest impact on the local and wider community? Explain the reasons for your choice.

To explain the impact the monks of Lindisfarne had on the local and wider community.

The monks of Lindisfarne had a great impact on the local and wider community. They helped the community by spreading the word of Christianity. They also taught young boys to be Christians. They also had an impact on the education of the community by setting up of the first school in the North East.

Change and Continuity

This relates to historical analysis of the pace, nature and extent of change. For example, a Key Stage 2 pupil may investigate the extent, pace or nature of change in warfare between the Stone Age and the Iron Age. In KS1, children will learn about toys from the past, learn about how/why they have changed making links to toys they may see today.

Task 1: How has the use of weapons and tactics changed from the Stone Age to the Iron Age?

Use the following questions to help structure your writing.

Part 1 Who did most fighting happen in the Stone Age? What weapons were used to hunt/gather and what were they made from? What tactics did they employ during hunting?	Part 2 What was the big change during the Iron Age? Who did most fighting happen in the Iron Age? Why was this? What weapons were used? What happened to soldiers of attacks in the Iron Age?	Part 3 Why was there an increase in conflicts across Britain? How did weapons become more available for all? (including which weapons were used?) How did Iron Age tactics differ from the Stone Age?
--	--	---

What will I learn...

I can identify weapons and tactics from the Stone and Iron Ages.	I can explain why there was a change in tactics in the Iron Age.	I can describe how weapons and tactics changed with the Iron Age and how this affected the way of life in the Iron Age.
--	--	---

How has the use of weapons and tactics changed from the Stone Age to the Iron Age?

During the Stone Age, our lives revolved around survival. We didn't have a good home and they would move to different places. There is very little written proof but we know that there was a lot of fighting over as all of the weapons were made of stone and wood. If people want to win, then the weapons would only break and wouldn't be much help. In the Iron Age, we used to use with animals as they could be used for lots of things, including eating and using to make the weapons they used were spears, bows and arrows, javelins and hatchets. The tactics they employed during hunting was drive hunting and this is when they would chase large animals and use them off the step to their death. If they didn't die then they would be people of the bottom and would give them until they die. However, for crafts such as horses and oxen, which were then used to pull a cart or plow, which were then used to pull a cart or plow. Another way to kill a stone or a smooth point was to use a spear or a bow and arrow, which were then used to pull a cart or plow. Another way to kill a stone or a smooth point was to use a spear or a bow and arrow, which were then used to pull a cart or plow.

of them means that they were some of the best Stone Age warriors. In the Iron Age, they would not have a very good one so they would be made of stone and wood. They would be a very good one, they would be good at killing out of people's best weapons!

By the Iron Age, people were more in line and better. With the population growing, they had to be able to do more of a similar to the Stone Age, but they were more people around to pull one thing and there was more to pull over. A similar to the Stone Age, but they were more the history of war and war used to get their things.

Similarity and Difference

This relates to historical analysis of the extent and type of difference between people, groups, experiences or places, usually in the same historical period. For example, a KS2 pupil may investigate the similarities and differences between Viking and Anglo-Saxon armies - including their soldiers, weapons and tactics.

Who were the better warriors?

TASK 1: Using the information provided can you find any similarities and differences between the Anglo-Saxons and Vikings? Add your ideas to the table provided under the headings: soldiers, weapons and tactics.

Can you rate each by giving it a score out of 10 for how effective you think it was?

Anglo-Saxons	Vikings
---------------------	----------------

4 February 2022 1:0 To compare Anglo Saxon and Viking armies and evaluate their effectiveness

Similarities	Differences
<ul style="list-style-type: none">The Saxon and Viking armies both had 2 types of soldiers.Both armies had soldiers who were working men e.g. farmers.Both armies had soldiers who were working men e.g. farmers.Both armies had trained soldiers.	<ul style="list-style-type: none">Some of the Saxon soldiers were paid some of the Vikings were.The Vikings didn't wear armor because they thought that they had special power.Saxon soldiers volunteered to fight but Viking soldiers were called upon by the king.
<ul style="list-style-type: none">Both Saxon and Viking soldiers used spears, swords, battle axes and bows and arrows.Both armies used wooden shields to protect themselves.Both Saxons and Vikings had women who used a bow and an arrow.	<ul style="list-style-type: none">Anglo Saxons were chainmail armor whereas Vikings wore pointed animal hide.Anglo Saxon soldiers all wore pointed helmets but only Viking leaders wore helmets.Saxons used long wooden shields but Viking shields were smaller.

Historical Significance

This focuses on how and why historical events, trends and individuals are ascribed historical significance. For example, a KS2 pupil may investigate why the House of Wisdom was significant in the history of Islam and a KS1 pupil may examine why Mary Seacole and Mary Anning were significant historical figures.

Big Question:

How significant was the House of Wisdom and what happened to it?

How do we know if something is significant?
 Something is significant if it seems that it is sufficiently great or important to be worthy of attention.

to explore what the House of Wisdom was and why it was so significant

Reasons to study here

Are you looking for the best place to learn? Well this is the place for you! We offer a range of fascinating books from the physical library on and study texts in the world that is the reputation of learning the stars to be the best and so far we have completed our goal. Not only will you learn about religion you will learn about science, medicine, philosophy and astrology. Our online library holds the works of the worlds most amazing and respected authors known as state Aristotle and Hippocrates. This is a great resource to help you learn. So better yourself, come to the House of Wisdom. Only the best and most talented scholars will be accepted.

Very persuasive 😊

Are you looking for the best place to learn? Well this is the place for you! We offer a range of fascinating books from the physical library on and study texts in the world that is the reputation of learning the stars to be the best and so far we have completed our goal. Not only will you learn about religion you will learn about science, medicine, philosophy and astrology. Our online library holds the works of the worlds most amazing and respected authors known as state Aristotle and Hippocrates. This is a great resource to help you learn. So better yourself, come to the House of Wisdom. Only the best and most talented scholars will be accepted.

Very persuasive 😊

Investigating the past – how do we do this?



This Threshold Concept is concerned with how historians investigate the past. This includes:

- Understanding how interpretations of the past are constructed.
- Making inferences about the past through analysis of contemporary historical sources.
- Conducting historical enquiry about the reliability of sources.

What is a source and an interpretation?

- **Source** - Contemporary sources (from the time being studied) e.g. a newspaper article, artefact, diary entry, photograph.
- **Interpretation** - An interpretation of the past e.g. by a historian, a painting of the past, a documentary about the past.
- Historians use **sources** to construct their **interpretations** of the past.

It is important that our pupils learn how historians use sources as evidence to construct, challenge or test claims about the past. E.g. ‘Why is it hard for historians to reconstruct the lives of people in the Indus Valley civilisations?’ encourages a focus on disciplinary knowledge relating to sources and evidence.

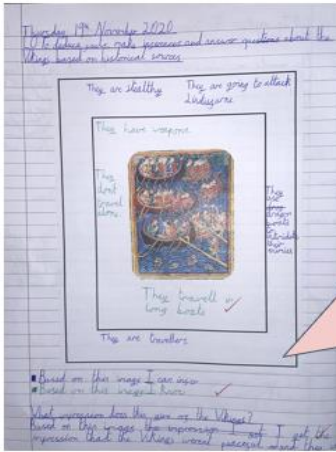
Effective teaching about sources and evidence teaches pupils to use sources to establish evidence for a specific historical question.

It’s helpful for pupils to:

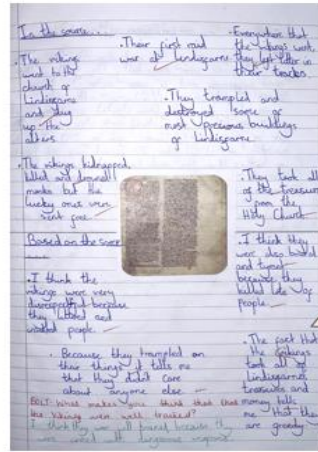
- Encounter a wide range of sources and source types e.g. objects, oral histories, written sources
- Study individual sources in depth
- Investigate collections of sources
-

This helps pupils see how historians use source collections.

What was the significance of the Viking raid in 793?



"Based on this source I know that the Vikings travelled in longboats and had weapons. Based on this source I can infer that the Vikings are stealthy."



"In the source the Vikings went to the Church of Lindisfarne and dug up the altars. Based upon the source I think the Vikings were brutal because they killed lots of people."

Some examples of what 'investigating the past' might look like in books...

Communicating history - what does this involve?



This Threshold Concept is concerned with how to write about the past. This includes:

- Using historical terms and vocabulary including tier 2 and tier 3 vocabulary.
- Asking and answering questions.
- Constructing arguments and reaching conclusions.

What kinds of roles did the monks have?

The daily life of monks included many different jobs and occupations:

Cantor - the monk whose liturgical function is to lead the choir	Sacrist - the monk responsible for the safekeeping of books, vestments and vessels, and for the maintenance of the monastery's buildings	Infirmarian - the monk in charge of the infirmary	Abbot - the head of an abbey
Barber Surgeon - the monk who shaved the faces and heads of the monks and performed light surgery	Cellarer - the monk who supervised the general provisioning of the monastery	Almoner - an officer of a monastery who dispensed alms to the poor and sick	Prior - in an abbey the deputy of the abbot or the superior of a monastery that did not have the status of an abbey

Lector - a monk entrusted with reading the lessons in church or in the refectory.



Children use historical vocabulary

Handwritten notes on a page titled 'Wednesday 27th October 2020'. The notes describe the daily life of a Lindisfarne monk, mentioning the different parts of the day: lauds, primes, nones, vespers, and compline. A small illustration of a sun and moon is included. The notes also mention that the monks were very busy and that they had to work hard.

meanwhile

going to be a... soldiers with strong... chains... The Vikings... meanwhile... The Vikings only... They did this because they believed they would get super-human powers from their god, Odin.

as a result of

... As a result of having more sophisticated tools they were used... the population in Britain grew... the first sword... was made... they were used in combat... the bronze sword was made to slash victims and horse... they could attack from a distance. The tactics...

Firstly

Firstly... the reason why they done that was because they needed food from the river.

In my opinion

Was life easy for a Lindisfarne monk?
In my opinion, life would not be easy for a Lindisfarne monk because they have to wake up early and have five tasks a day.

Connectives

- Opinion: it would seem it appears obviously possibly it seems likely presumably one might consider
- Persuasion: of course clearly evidently surely certainly decidedly indeed undoubtedly
- Conclusion: to conclude in conclusion finally on the whole summarising overall to sum up evidently
- Sequencing: firstly secondly initially then most afterwards finally subsequently eventually previously
- Addition: and also in addition further furthermore as well as and then
- Emphasis: above all in particular notably specifically more importantly indeed especially significantly
- Contrast: however nevertheless alternatively despite this on the contrary yet whereas except apart from
- Cause and Effect: because so consequently therefore thus
- Illustration: for example for instance in other words to show that such as an instance as revealed by to show that

Impact

At St Aloysius, our history units build sequentially on the children's understanding of key history skills a (threshold concepts) and culminate in a final assessment activity and knowledge quiz and the end of each unit of work. The curriculum is broad and offers a range of chronological periods and geographical perspectives to enable children to have both a good understanding of their local history whilst also developing the bigger global picture. In today's modern world, it is more important than ever to debate and consider information, we do not want our pupils to just accept what they are told.

Pupil dialogue and work in books demonstrate the high standard of history being taught. St Aloysius pupils are able to talk with historical language and vocabulary about a particular period. They can make links and connections to what they have been taught previously. Historical learning and enjoyment is visible.

Teaching history ensures our pupils understand the complexities of people, societies and change, thus enabling them to understand their identity within society. It shows them models of good and responsible citizenship; right and wrong, morals and ethics.



Striving for Excellence, Inspired by Gospel Values