

History - One Voice



Section 1- Curriculum

This section includes:

- Curriculum and School aims
- Long Term Planning
- Medium Term Planning
- Progression Documents
- Progression within Source Work
- Substantive and Disciplinary Concepts

What does History Look like at CCJS?

Purpose of Study (In line with National Curriculum)

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Here at Cheadle Catholic Junior School we aim to inspire pupils' curiosity to know more about the past. In addition we 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 (In line with National Curriculum)

For pupils to:

- 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.
- 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.

Long Term Planning



History Long Term Plan			
Year 3	Stone Age	Local History	Early Civilisations
Year 4	Roman Britain	Local History	Ancient Greece
Year 5	Local History	Anglo-Saxons and Vikings	The Mayans
Year 6	Local History	World War Two	Crime and Punishment



This was decided with an emphasis on being chronological and so that links can be made. For example in year 5 the Mayans need to be compared to a European Civilisation and in year 6 in the Crime and Punishment Unit it focuses on this across many time periods. Local History and revision and consolidation activities are completed in between topics.

As well as a yearly overview of topics we also have medium term plans for each History topic and within this planning is a lesson by lesson break-down. On this document there is also reference to key vocabulary, previous knowledge and learning, adaptations for SEN pupils, concepts and end of unit outcomes. Here is an example:

MTP Planning

Topic Outcomes: I can explore some aspects of Ancient Rome including legends such as Romulus and Remus, how society is organised, Mount Vesuvius and Pompeii. Be able to explain when and why Romans invaded Britain, types of gladiators and warriors, weapons, the invasions and how the empire became more strong and powerful. Look at resistance from Boudicca and other Romans during the invasion. Examine the impact the Romans had on our society referring to art and culture, roads, baths, leisure, housing, architecture and buildings by looking at what life was like before and after the Romans. Understand the past is divided into different time periods be able to compare and contrast them looking at changes, significances and developments. Use sources of information to help me answer questions about the past and how it can be represented in different ways. Represent information in a variety of ways using subject specific vocabulary.		
Historical concepts:	Vocabulary:	
EYFS + KS1 Transport Society Empire Continuity and Change Cause and Consequence Similarities and Differences	KS2 Civilisation Empire Beliefs Equality Lifestyle and leisure Invading and Settling Continuity and Change Cause and Consequence Similarities and Differences	Julius Caesar, Emperor, Claudius, Invasion/ expansion, Empire, Conquer, Roundhouses, huts, villas, <u>insalve</u> , <u>domus</u> , Cement, roads, atrium, arches, rubble, stones, gravel, sand, pebbles, Settlement, landscape, population, Resistance/ rebellion , Boudicca, Culture, Impact, Legend, Tortoise Formation, Republic, Podium, Hypocaust System, Furnaces, Viaduct /aqueduct, Gladiator, Coliseum/Amphitheatre, Maximus, <u>lanista</u> , <u>ludi</u> , city state, Army, legionaries, auxiliaries, body armour, helmet, javelin, tunic, shield, sword, sandals, Cavalrymen, military centre, port, Fosse Way, Hadrian's wall, Romulus and Remus, Baths, Coins, mosaics, sewers, <u>Pics/celts</u> , Excavating. Prosperity/wealth, Iceni Tribe, Warrior, <u>Stanegate</u> , barracks, <u>housesteads</u> , granary, turret, fort, <u>milecastle</u> , King, Gaul

Previous Skills <u>Nursery, EYFS, Key Stage 1</u> Put events in chronological order and begin to create timelines and sequence information. Make deductions from historical sources such as artefacts, pictures and photographs, the internet and books. Compare and contrast lifestyles, leisure, toys, holidays Make connections and draw conclusions between life today and life in the past. Use the internet to research about key people and events. Ask and answer historically valid questions. <u>Year 3</u> Discuss, give reasons for and understand changes within and across the time periods studied. Recall the main events, people and dates within a given time period make connections and contrasts between different periods of history. Use evidence to describe past houses, settlements, leisure activities, beliefs, attitudes and cultures. Explain how the past can be represented and interpreted in different ways.	Previous Knowledge and understanding Explore changes within living memory including similarities and differences between homes, people, toys, clothes, seaside locations, local heroes, significant celebrations including birthdays and Christmas, modes of transport (including Rain hill Trails and Locomotives). Look at them nowadays and compare/contrast them to 1960s. Research and learn key facts about Significant people including Mo Farah (<u>Nursery</u>) Jennifer Ennis Hill, David Attenborough, Neil Armstrong, Tim Peake, Mae Jemison (Reception) <u>Floella Benjamin</u> , Mary <u>Anning</u> , Grace Darling, (<u>Year 1</u>) Dame Kelly Holmes, Katherine Johnson and Walter <u>Tull</u> . (<u>Year 2</u>) Explore key events significant national and international events in history including the First Moon Landing (<u>Reception</u>) <u>Windrush</u> Generation (<u>Year 1</u>) The Great Fire of London and Nantwich Fire, Gunpowder Plot, Remembrance Day, World War (<u>Year 2</u>) and their significance. Research and Explore local historical sites including <u>Bruntwood Hall</u> (<u>Reception</u>) , <u>Bramhall Hall</u> (<u>Year 1</u>) <u>Nantwich</u> Museum and Museum of Science and Industry (<u>Year 2</u>) <u>Year 3</u>
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SEND Adaptations				
Pre-learn vocabulary prior to lesson. Vocab bingo for during longer inputs. Subject specific vocabulary topic word bank. Experiment with different ways of recording knowledge skills e.g. iPad, laptop, scribe, photos. Recapping on prior knowledge. Visual timelines. Subject specific vocabulary on Working/History wall. Support in using the internet for research. Mixed ability group work. Additional adult to support where necessary.				
	Prior Learning / Recall	Learning Objective	Lesson Outcome (Activity) Children will be able to:	Suggested Resources
1 Britain before the invasion	- To recall what Britain was like during the Iron Age	- To explain what Britain looked like just before the Romans invaded · - To evaluate how different aspects of life in Iron Age Britain might have affected the success of the Roman.	- Make notes about what Britain was like before the Romans invaded. - Group activity around using evidence to make informed decisions about the difficulties the Romans may have faced.	- Notes sheet - Statements sheet for group work
2 The Roman Empire	- To recall the story of Romulus and Remus - To remember the location of Rome on a map of Italy. - To identify on a timeline, when the Romans	- To find out where the Roman Empire originated - To place the beginning of the Roman Empire into a timeline - To evaluate stories about the founding of Rome. - To explain how the Roman Empire expanded over time.	- Identify Rome on a map of Italy - Identify when the Roman Empire was formed on a timeline - To write how Rome was formed - Identify Rome on a map of Italy - Identify when the Roman Empire was formed on a timeline - To write how Rome was formed - To write the 5 reasons why the Roman Army was so powerful.	- When, where, how sheet - Why were the romans so powerful note and information sheets

There are two documents that we use to help us map out the sequence of learning and the progression within history as an overall subject. The first includes the infant school as follows the 4 headings: Content Covered, New, Key Vocabulary, Historical Skills and Resources and Sources. This goes from Nursey up to year 6.

Progression

The second Document focusses on Progression more specifically within the Junior school and has split the historical skills into different sections and more detail. It can also be used as an assessment tool with targets to challenge more able pupils and see what their next steps in learning are. The sections included in this documents are: Historical Aspect taught and key Knowledge, Historical Enquiry, Use of Sources, Historical Interpretation, Enquiry Questions, Links to previous learning and substantive concepts, disciplinary concepts, Historical communication, Chronological Knowledge and Historical Vocabulary.

	Content covered	New/key Vocabulary	Historical skills	Resources/Sources
Nursery (Studied at CCIS)	Memories from recent past. Similarities and differences between people, toys, clothes, homes. Significant person-Mo Farah Life cycle of plants and butterflies and how they change.	Memory Past Same Different Changes Compare Order	Making comparisons. Using the past tense. Understanding chronology using first, then and next.	Nursery Rhymes Pictures Guest speakers Traditional Stories
Reception (Studied at CCIS)	Trip to Bruntwood Hall to compare past and now. Significant person-Jennifer Ennis Hill, David Attenborough	The past/ present/ now Modern/ New Similarities and differences. Vintage-Old-Fashioned Chronological Order Artefacts/ objects/ Event Significant	Making comparisons between past and present. Use senses - touch, see, smell, hear to describe artefacts. Developing Questioning Skills.	Local History Walk Monuments Talks from parents and grandparents Space Dome Jodrell Bank Artefacts Photos

History Progression in CCJS				
	Year 3	Year 4	Year 5	Year 6
Historical Aspect and Key Knowledge	<p>Changes in Britain from the Stone Age to the Iron Age The stone-age period is said to have started around 3 million year ago when humans started to live in Europe.</p> <p>The stone age was followed by the bronze-age period. This is when humans started to use metal.</p> <p>The bronze age was followed by the iron age when tools and weapons became more advanced and were used for farming.</p> <p>During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.</p> <p>During the Neolithic Age (towards end of the stone age), the humans formed settled communities, and domesticated plants and</p>	<p>Roman Britain the Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC.</p> <p>The Roman Empire by AD 42 and the power of its army.</p> <p>Successful invasion by Claudius and conquest, including Hadrian's Wall.</p> <p>British resistance: Boudicca</p> <p>'Romanisation' of Britain</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world Location of Greece, states in Greece.</p> <p>Major achievements of democracy, Olympic games, Religion and Greek myths, language and architecture.</p>	<p>Anglo Saxons and Vikings struggle to rule Britain Roman withdrawal from Britain in AD 410.</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</p> <p>Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Viking raids and invasion.</p> <p>Resistance by Alfred the Great and Athelstan, first king of England.</p> <p>Further Viking invasions and Danegeld.</p> <p>Edward the Confessor and his death in 1066.</p> <p>The Battle of Hastings.</p> <p>A non-European society that provides contrasts with British history –a</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:Crime and Punishment Crimes and punishments in Roman, Anglo-Saxon, Tudor, Victorian and Modern ages.</p> <p>How types of crimes and punishments have developed across the ages and reasons for this.</p> <p>Methods for deterrent and punishment nowadays.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:World War Two</p> <p>Know about the key events that led to start of World War Two.</p>

Progression within Historical source Work

Year 3	What can the source tell us?	What questions can we ask about this source?	What inferences can be drawn from the source?	How can we interpret the information from this source?	What is a primary and a secondary source?	Why do some periods of history have more sources than others?
Year 4	How has the source been produced/constructed?	Why has this source been produced?	What can this source be used as evidence for?	Who is the author of the source and what inferences can be made about the author/producer of this source?	What are the similarities and differences between different sources?	What are the advantages and disadvantages of using primary and secondary sources?
Year 5	What is the intended message/purpose of this source?	What criteria could we use to determine a source's reliability and usefulness?	Can a source be unreliable yet still useful?	To what extent might this source be untrustworthy, unreliable, distorted, and inaccurate? Why?	What are the advantages/disadvantages of using several sources rather than just one?	What happens to sources over time?
Year 6	What is the key information within this source that answers our question?	What sources will you use in constructing your own account of an event? Why?	How useful is this source in drawing conclusions from compared to other sources?	How can sources be sorted into different types? Are some types more reliable/useful than others?	Can you evaluate the source looking at prejudice, facts, opinions, contradictions, bias, examples of exaggeration, inaccurate and provide reasons for them.	Look at a variety of sources from the same period of history. Why do these sources differ, which are more realistic and what different perspectives and view point are demonstrated within them?

Types of historical sources:

3-Toys, post-box, artefacts, museums, jewellery, treasure, grave goods, cassette tape.

4-Pictures, paintings, photographs, pottery, statues, monuments, ruins, reconstruction sites.

5-Maps, Video footage, animations, textbooks, heritage books, video footage, fictional novels, letters, quotes, poems, churches, diaries, maps.

6-War memorial, graveyard, schools records, trade directories, newspaper articles, churches, parish registers, census data, commercial directory, court rolls, wills, workhouse records, heritage library records, war medals.

Use of Historical Sources is a big focus in the teaching of History. As such I created this progression within Historical Source work for staff members to refer to when using historical sources in their lessons. This tells them the types of historical sources to use and the types of questions to ask about them to ensure pupils Historical enquiry skills develop year on year.

Curriculum Map including Substantive and Disciplinary concepts-Part 1

History Concepts Map									
Unit of Work		Substantive Concepts		Disciplinary Concepts	Unit of work		Substantive Concepts		Disciplinary Concepts
LKS2					UKS2				
The Stone Age	Leisure and lifestyle		Change and Continuity		The Vikings & The Saxons	Invading and settling		Change and Continuity	
			Cause and Consequence			Leisure and lifestyle		Cause and Consequence	
	Invading and Settling		Similarities and Differences			Beliefs	Equality	Similarities and Differences	
	Civilisation		Significance			Empire		Significance	
Ancient Civilisations	Civilisations		Change and Continuity		Mayan Civilisation	Invading and settling		Change and Continuity	
	Invading and settling		Cause and Consequence			Leisure and lifestyle		Cause and Consequence	
	Leisure and lifestyle		Similarities and Differences			Civilisations		Similarities and Differences	
	Beliefs	Equality	Significance			Beliefs		Significance	
The Romans	Invading and settling		Change and Continuity		World War II	Invading and settling		Change and Continuity	
	Leisure and lifestyle		Cause and Consequence			Leisure and lifestyle		Cause and Consequence	
	Empire		Similarities and Differences			Empire		Similarities and Differences	
	Beliefs	Equality	Significance			Beliefs	Equality	Significance	
Ancient Greece	Leisure and lifestyle		Change and Continuity		Crime and Punishment	Leisure and lifestyle		Change and Continuity	
	Civilisation		Cause and Consequence			Beliefs		Cause and Consequence	
	Invading and settling		Similarities and Differences			Equality		Similarities and Differences	
	Beliefs	Equality	Significance			Invading and Settling		Significance	

Local History studies are also carried out within each year Group and the Substantive Concept of Local Significance is explored.

These are the topics studied across the year groups which we felt met with the requirements of the National Curriculum but also were engaging for the pupils and allowed them develop their historical skills and make progress.

The **Disciplinary concepts** are listed in the National Curriculum and there are four which are explored within each topic and each year group in a progressive and age-appropriate way. These are:

1. **Change and continuity** which involves pupils looking for connections, contrasts and trends over time.
2. **Cause and Consequence** where pupils look deeper at the build up to events and the effects these events had on others and society.
3. **Similarities and differences** which is built up and revisited as pupils gain a wider sense of chronology and can look at the complexity of specific aspects of a time period as well as differences over a longer arc of development.
4. **Significance** which looks at the achievements of Empires and Civilisations, the legacy left behind and the impact it had in the past and still has for us today.

Curriculum Map including Substantive and Disciplinary concepts-Part 2

The **Substantive Concepts** are the more abstract terms which have been chosen specific to our school and that link with the topics we are covering. These terms do not necessarily come up within each history topic however they are common threads which feed through our Curriculum as a whole and will allow pupils to make comparisons and spot trends, changes and developments over time.

These are:

1. **Invading and settling**-some topics have no elements of invasion as the people there did not need to invade prior to settling but each Civilisations or community that we look at has had to settle to some extent and build houses, get food etc.
2. **Leisure and Lifestyle**-This is visited within each history topic taught and looks at what different Civilisations and groups of people do for entertainment at the times, their houses, clothing, materials and day to day living.
3. **Empire**-This is only looked at in some topics where the groups of people are large enough to form empires and the power and beliefs associated with these.

4. **Beliefs**-This occurs in many of the History topics taught as most Civilisations and Empires have set beliefs or rulers and these determine how people of that time period behaved and what they did.
5. **Equality**-This is again covered in a lot of topics as in many societies there were big differences in how rich and poor people or people of a different race were treated and we look at how this changes over time.
6. **Civilisations**-Some of our topics also look at these as small groups and communities of people who settle and we examine the differences and similarities between Ancient, European and Mesoamerican Civilisations.

For more in-depth information on how the concepts are explored throughout our Curriculum and how they relate to one another and the topics covered refer to the Concepts Mapping document.

History- First and Second Order Concepts

In EYFS, Key stage 1 and Key Stage 2 it is important that children encounter important concepts and ideas in an age-appropriate way. The history curriculum at our school is carefully designed to make sure that the concepts they are introduced to set them up for success in Key Stage 3 and beyond.

Substantive (first order) concepts introduced:

The substantive concepts run through our history curriculum and help children to understand recurring abstract themes within a historical context. They are linked to the three concepts studied at KS1 (Travel, Society and Empire) and are built upon using different vocabulary and wider themes.

Invading and settling

This concept is explored heavily in year 4 in the Roman topic where pupils look at reasons for the Romans wanting to invade Britain, the army and warriors and resistance faced the Romans faced e.g. Boudicca. This is expanded on in year 5 in the study of Vikings and Anglo-Saxons and how they invaded England, created place names and began to settle and build villages and houses. Finally, we then in year 6 explore this concept more when looking at different types of battles and causes of the war such as Germany invading Poland and the Blitz and settlement in the form of Evacuation.

KS1 Links: This links to the concepts of Empire, Travel and Society in KS1. The concept of travel is focused upon heavily in the Year 2 topic 'How did transport change the world?' The idea of society has been previously explored by looking at the impact the arrival of the Windrush generation had on society (Y1, A2) These topics begin to build up an idea of what was like in the past and also begin to question how much has changed. This links to the concept of Empire as in Year 1 and 2 children develop their geographical knowledge where they find out about the U.K., the British Empire and then the continents. This really needs to be in place for the children to have an idea about how far an empire can reach.

Section 2- Pedagogy

This section includes:

- Teaching and Learning Strategy and how it links to History
- Evidence of substantive Concepts in use.
- Evidence of Sources being used in History
- Black History Work
- Current History-Queen Elizabeth and King Charles.
- Local History Projects
- Interesting activities

Pedagogy: Teaching and Learning Strategy

Our Teaching and Learning Strategy outlines the 7 lenses of our approach to pedagogy. These lenses are present in History lessons. These can be found on page 2 of our policy and are **sequencing, modelling, scaffolding, questioning, practice/review/retrieve, DEAL strategies** and **vocabulary**.

Sequencing	Sequencing is shown on our Long Term Plan and in our Sequencing Documents, which contain previous knowledge from both the juniors and infants school.
Modelling	Source work is modelled to children to help them articulate their responses as well as worked examples for how to structure answers and record knowledge.
Scaffolding	Our school uses the Adaptive Teaching model for all subjects. Our Provision Map for our universal, targeted and individualised approach to history can be found on page 19.
Questioning	A range of questions are used to test pupils recall of facts, to address misconceptions and myths in history and to allow them to expand their thinking and give more in depth responses to more open questions.
Practice, review and retrieval	A variety of the Frayer Model, flashback 4s, revisiting key concepts, mind maps to record prior knowledge, mini quizzes.
DEAL strategies	Lots of pictures using I can see with pupils immersed in role play, being interviewed as characters from the past, stepping into the picture and using 'Mind Parts' to create decisions.
Vocabulary	Subject specific Vocabulary is introduced in all lessons and used within context. Key vocabulary in knowledge organisers and on working walls.

Use of Historical Sources

Invading Britain- Group work

Statement	Scale 1-10	Reason/ evidence
It should be easy to travel from place to place in Britain.	6	because when you are travelling, you can use your swords and arrows.
The people in Britain are probably not used to defending themselves.	5	because the Romans were attacking and you can use your swords and arrows.
British hillforts will be challenging for Roman soldiers to attack.	6.5	you can go because it wasn't impossible and it wasn't very easy.
The tribes in Britain are probably united and will all follow one king's orders to defend against us.	4.5	Because you probably will get killed.



Wednesday 28th September

Artefacts from the prehistoric period

Artefact	What I can tell for certain	What I can deduce	What else I want to know
Arrow head	That they definitely used sharp tools and this one is really sharp.	I deduce with it they could have used it to take off the skin of animals.	I would like to know where they found it.
Cooking pot boiling stones	They must have used these stones to help cook the food.	They might have used these stones to help cook the food.	I would like to know why they are called this.
Cave drawing of a woolly mammoth	They must have drawn the mammoth with a stick or stone.	They properly drew it and then they might have hunted it.	I would like to know why they drew it and not write.
Antler sickle (farming tool)	That they have definitely used a stick or an antler and killed it.	That they could have used it as a weapon or a really sharp thing.	I would like to know what it was used for.

Why do you think? Maybe it's how they communicate.

definitely definitely definitely definitely definitely definitely

In your own words what's prehistoric? Prehistoric is in BC before Christ (was born in year 0) and AD after Christ. So they have to only use artefacts to find out what happened. I found the same drawing more interesting because I thought it was the first one ever drawn. It's not just a stick but it's a real thing.

Year 4

Why is it useful to use more than one source to get information about the past?

Year 4

Who is the author? Is it reliable?

Source 2

From a poem called 'Boudicca: An Ode' by William Cowper, 1782

When the British warrior queen,
Bleeding from the Roman rods,
Rushed to battle, fought, and died.

The author of the source is William Cowper. The source I think is unreliable because it says she rushed to battle fought and died in battle but no one actually knows how Boudicca died. Also it was from a long time ago and if he didn't actually see what happened then it's hard to explain. Also most poems make up big creative words and they aren't always really true.

What do these sources tell you about the queen? Why is the queen not always portrayed in the same way?

The sources have different opinions such as some people don't like the queen and some families just don't mention her much yet some people are very interested in the queen and love her! The queen is not always portrayed in the same way because of their opinion. Some think she is strong and powerful and some think she is kind and loving. She was a mother and a grandmother.

How reliable/valid are they? Can you evaluate the sources by looking at Prejudice, bias, opinion, construction, bias, examples of exaggeration, inaccuracies and possible reasons for them? Why?

Some texts are exaggerated as some people with different opinions as primary sources such as pictures or real quotes whether secondary sources such as newspapers own text depends on which you can trust. Newspapers are quite alike as videos are played of primary sources. Will everyone have the same perception of the queen after looking at these sources? How can sources be interpreted differently?

People can change their mind about the queen after looking at the sources due to their backgrounds, values and influences.

Good interpretations

Why can newspapers sometimes be unreliable?

Because they use secondary sources, exaggeration, fake quotes or add things in.

As well as the evidence from the story of King this drawing was used in parliament to show how horrible conditions were for slaves which Britain was leading!

This source shows how cruel the slaves were and how disgusting it was.

It was used because they wanted to show parliament how disgusting this era was.

[illegible]

Wednesday 14th September 2022


Her Majesty Queen Elizabeth II

King George VI
Queen Elizabeth

Prince Philip Queen Elizabeth II Prince Margaret

King Charles III Prince Edward


The Queen's life



- She became queen at the age 25
- Her Birthday was on the 21 April 1926
- She had 8 grand children and 12 great grand children
- The queen visited lots of countries
- She died on the 21st September 2022.
- Her first child was King Charles III.
- She had a little sister called Margaret
- The Queen was Home schooled.
- Her second child was Prince Andrew.

Platinum jubilee

The reason we celebrate the Queen is because she has been on the throne for 70 years. I celebrated the jubilee by going to school and me and my class had a picnic.



Why is she so important?

The reason the queen is so important is because she had died and she had been queen for 70 years it is a very very big achievement. The queen




Wednesday 21st September 2022

Queen Elizabeth II

Queen Elizabeth II

Queen Elizabeth II
Coronation
Queen Elizabeth II's Coronation was on June 2nd 1953. She acceded to the throne at the age of 25 upon the death of George VI, her father, on February 1952, then being proclaimed Queen by her privy and executive Council shortly after wards.

Queen Elizabeth II
William: Born 1982
Charlotte: Born 2015
George: Born 2013
Prince Harry: Born 1988
Princess Diana: Born 1961 ✓
Archie: Born 2019



The new King
Following the death of Queen Elizabeth II, Prince Charles became the new King. He will be known as King Charles III.

Beautiful presentation.

The Queen's Funeral
The State Funeral for her majesty the Queen took place at Westminster Abbey on Monday 9th September at 11am. The Funeral Service and the associated Ceremonial arrangements led to the Queen's extraordinary reign.

Local History

Year 3-Christ Church

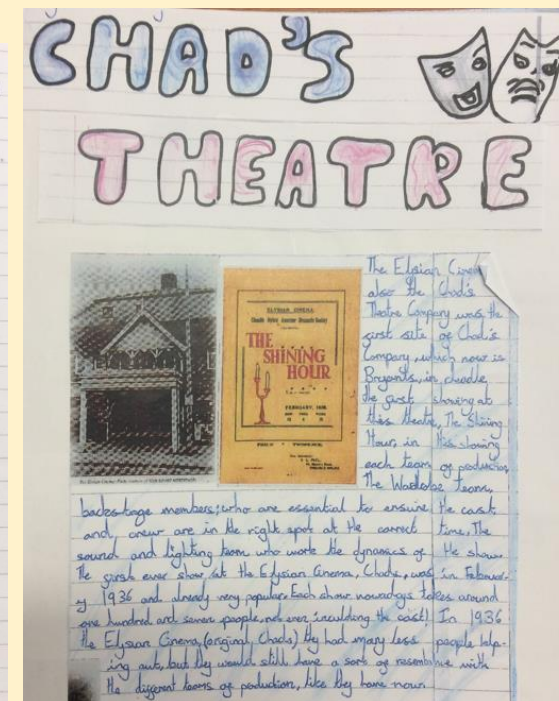
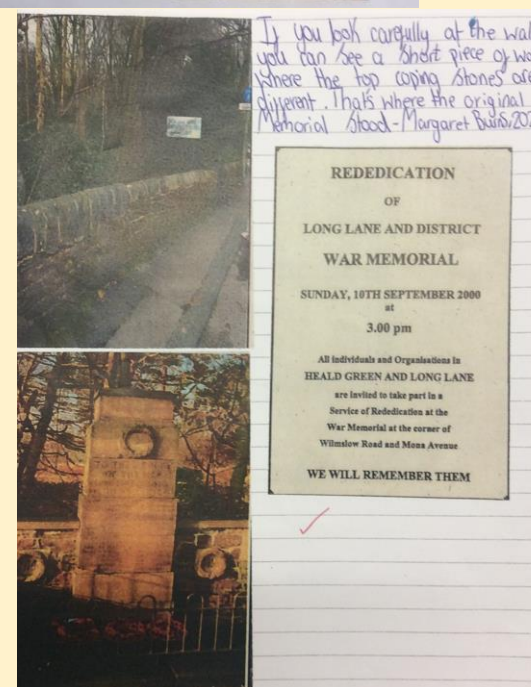
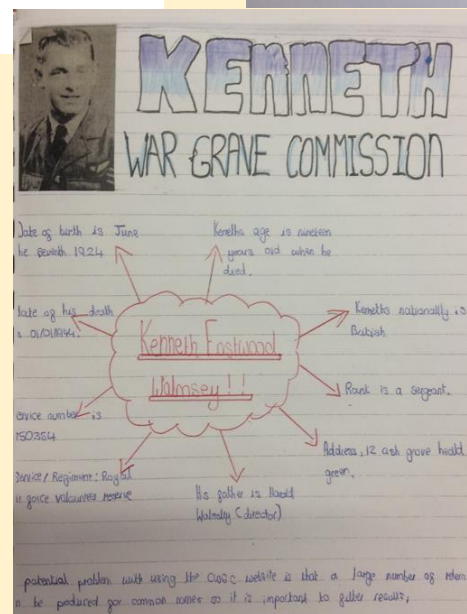
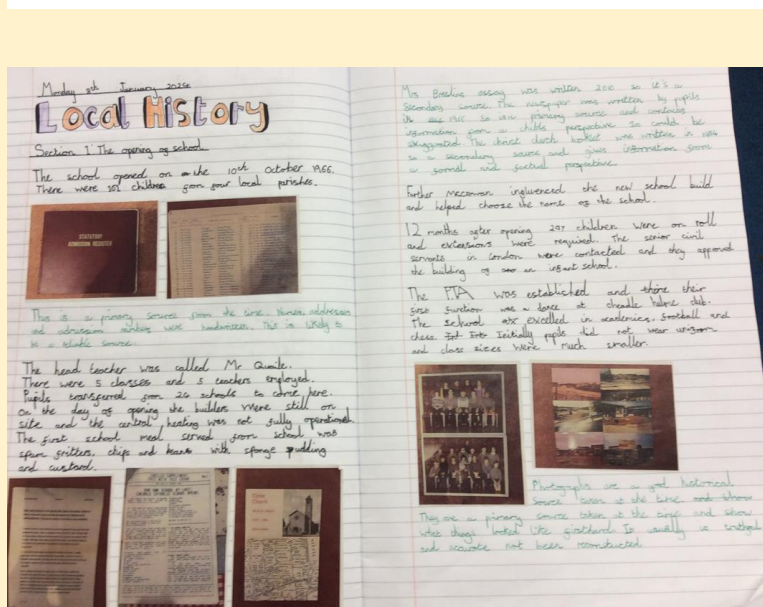
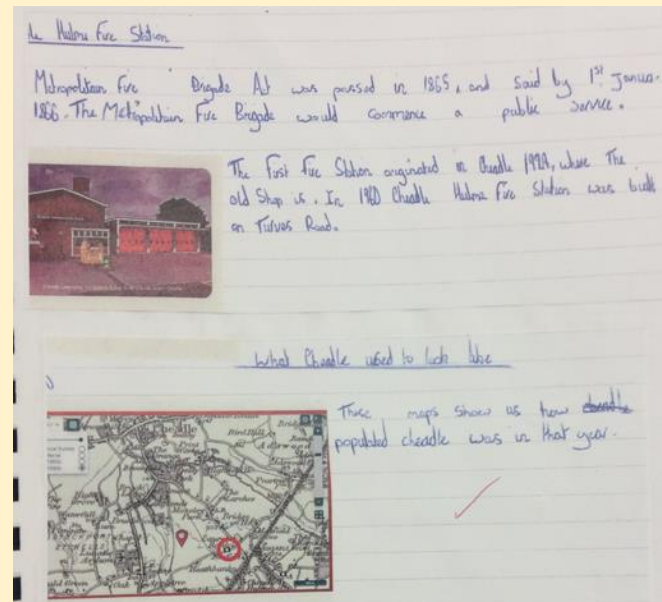
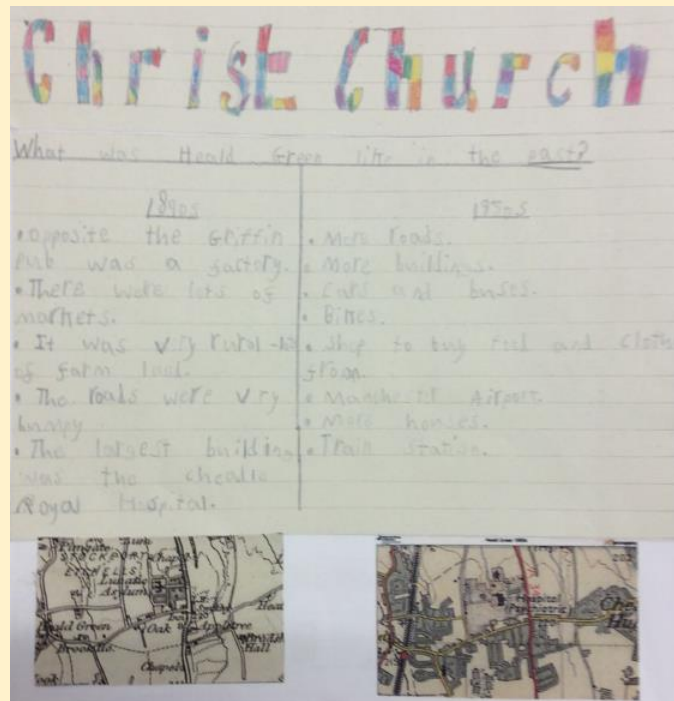
Year 4-Fire Station

- History of the school

Year 5- Chads Theatre

- Stockport

Year 6- War memorials



Wednesday 28th September 2022

How did Britain become part of the Roman Empire?

pro's	cons
<p>Britain has valuable resources that we can use, like tin, lead, wood, silver and corn. The people could become our slaves to help make our empire even more powerful.</p> <p>When we succeed we will look powerful and everyone will be frightened of our empire's great leaders!</p>	<p>If the tribes in Britannia turn out to be too strong, we will have to retreat. Then everyone will think we are weak and it will reflect badly on us.</p> <p>We are such a civilised empire. It is the right thing to do to go and take control of other countries to show them how to be great like us!</p> <p>We do not know what the people in Britannia will be like. There is a risk that they could be wild savages or even monsters!</p>

I think the British Tribes should fight to defend their home.

Why would this be a pro?

This is a pro because we get resources like corn which we can use to help them become stronger.

Mr and Mrs Smith
34 Conway Road
Cheadle Hulme
Cheshire
SK8 7BD

Stone Age Boy
Mammoth Camp
Roar Way Settlement
Cheshire
England

10th October

Dear Mum and Dad,

What have you been doing today?

I'm really awful and excited. Well, but I'm still missing you a bit. But don't worry because I'm trying to come back soon. Anyway, actually I'm so excited because I'm having a dance party this evening.

And how I got here was well, one morning I went to the shops by a short cut through the scary woods. Then the next thing I knew I was being down for a long enormous amount of time.


When I woke up I found myself in a dark, damp, dangerous, deep, abandoned cave. Mammoth later, I found the way out of the creepy cave and could see a young little girl picking berries. So I sprinted towards her.

She said her name was OM and pulled my hand to the massive, dusty, giant campsite and all her family were there doing

Interesting Activities

Stone Age Survival: Hunter-gatherers

Stone Age hunter gatherers needed to find 'assets' in the wild which would help them to survive. If I had to survive using items found in school, here's what I would choose:



Asset	What would you use it for?	What kind of threat would it protect you against?
bandies & jacket from hall	I would use for a bed	It would protect me from getting bored.
Wooden spear from the garden & the fish from the office	I would use the spear to kill the fish and eat them.	It would protect me from hunger.
Wooden planks from the garden & the cushions from the classroom	I would make a fort and put my bed inside it.	It would protect me from shelter and rain.
The knife from the kitchen & the knife from the garden	I would use the knife and knife to cut off bandies.	It would protect me from being hurt by birds trying to get in.
I would get a paper clip	I would use the paper clip to unlock the sink in the kitchen.	It would protect me from being thirsty and hydrated.



Resource 2a
Stone Age Survival: Threat or Asset?


Circle the threats in red and the assets in green.



Wednesday 28th September 2022

How did Britain become part of the Roman Empire?

We took part in a class debate about whether or not the British tribes should fight the Romans or give in to Roman rule. I decided the British tribes should not fight because you don't want to get hurt or taken up.



The Deal With The Romans

The Fight With The Romans

Boudicat's Harsh Army

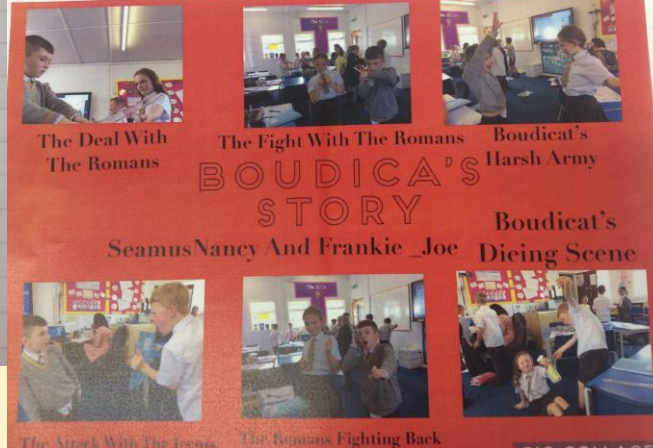
BOUDICA'S STORY

Seamus Nancy And Frankie Joe

Boudicat's Dying Scene

The Attack With The Romans

The Romans Fighting Back

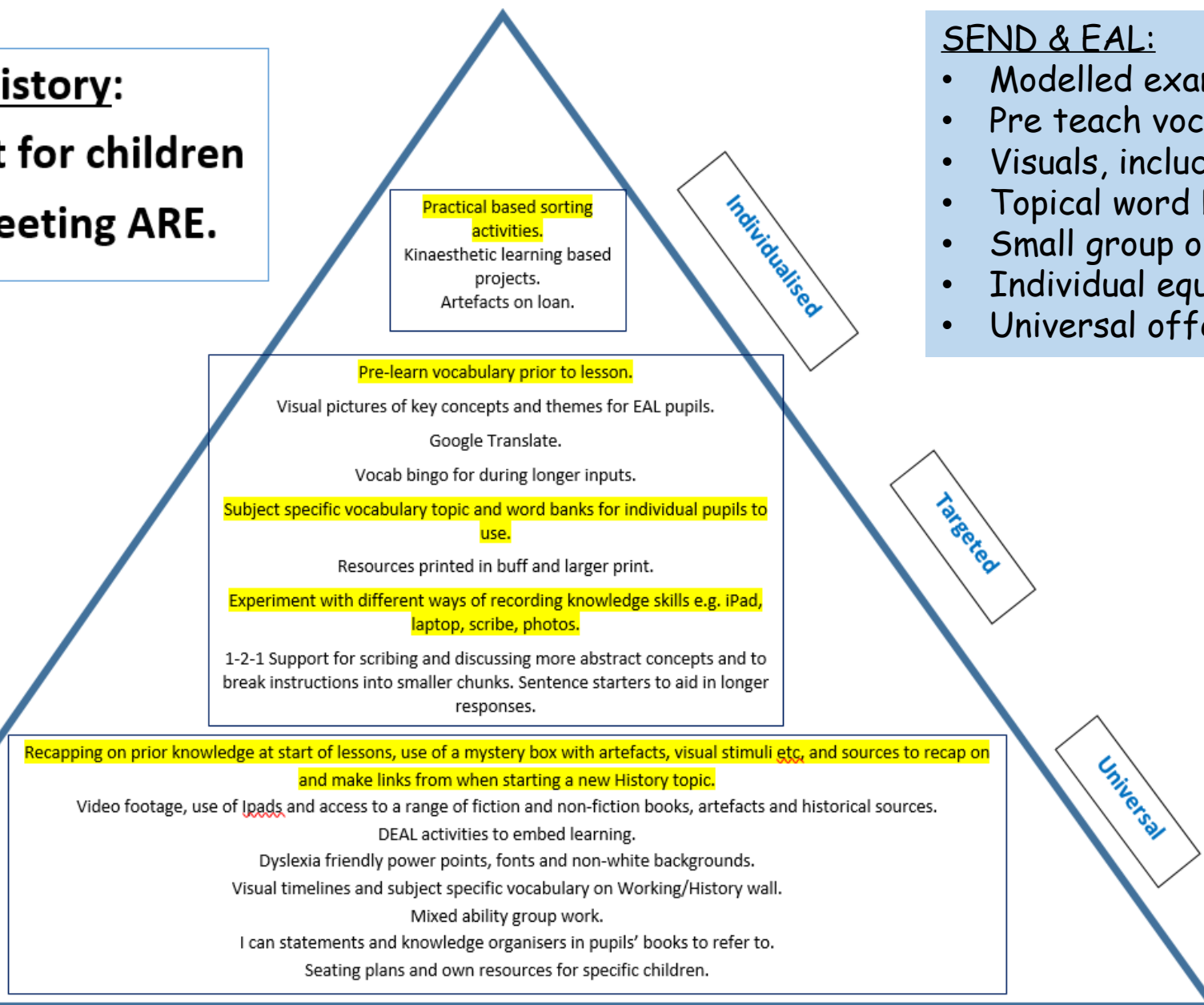


Section 3-Inclusion

This section includes:

- Adaptive Teaching Provision Map
- Adaptive teaching in practice
- Challenging more able pupils

History:
**Support for children
not meeting ARE.**



SEND & EAL:

- Modelled examples
- Pre teach vocabulary
- Visuals, including photos and vocabulary on display
- Topical word banks
- Small group opportunities
- Individual equipment where needed
- Universal offer

Inclusion: Adaptive Teaching - in practice

History Book Look 21.02.24 Adaptations Observed

- Ipad given in lessons for pupils to carry out further research into a topic.
- Ipad also used to take photos of board and PowerPoint slides for pupils to refer to or
- for slower writers.
- Extension Questions-sometimes differentiated.
- Sentence starters given to help pupils' record ideas.
- Cloze procedures and gap fills
- Teacher/TA scribe for those who struggle to record
- Write about 2 areas not 5 for children who are slower to record
- Some sheets have some parts already filled in so pupils have less to write.
- Paired Work
- Pre-learning of vocabulary
- Word banks
- Use of working wall to support learning and as a reference point
- Alternative ways to record-create power point, laptops, posters.
- Give layout/draw structure for certain pupils to remove this barrier
- Print off PowerPoint slides for pupils to use .

Stone Age

700,000 BC 10,000 BC

Stone Age people lived in small houses and were hunter gatherers. Wood, bones & animals skin were used to make weapons. Fish was eaten and used for food. I know that the women collected berries and nuts.

Bronze Age people had to trade to make metal. Rich people only had the precious jewels bangles and necklaces made from gold. They were clever enough to make boats and navigate without compass. Pins were carved from stone or bronze. Stone bridge is interesting because the two rivers in between two exact spots.

Iron Age people found out that if you mixed carbon and iron you would get steel. They did lots of experiments to see which metal was strongest. Dyes were made from berries or flowers such as jessamine.

The Bronze Age

People in the Bronze age made things and then traded them with other people. They did not use money. They learned to work with copper, tin, gold and bronze.

People discovered that when they mixed iron with another metal called carbon, it formed a really strong metal called steel.

The Iron Age

Steel was used to make really strong weapons such as swords and spears. It was also used to make tools.

The iron age ended in 43AD, when the Romans invaded Britain.

Notes for some are recorded and typed so they can focus more on facts than writing

Differentiation

Before the Romans	After the Romans
Roads and Buildings Muddy tracks (no proper roads) Small settlements and hillforts Buildings made from wood, mud and straw Unheated buildings and no running water or drains	Roads & Buildings Villas, Domes, insulae, less huts decorated in mosaics and with many rooms. Under floor heating. Sewer system. Aqueducts.
Lifestyle Food home grown or sourced from the nearby countryside (wheat, deer, cattle, berries, vegetables, fish) Each tribe had its own laws and way of organizing itself No united government - just separate tribes	Lifestyle Food home grown or sourced from the nearby countryside (wheat, deer, cattle, berries, vegetable, fish) Each tribe had its own laws and way of organizing itself No united government - just separate tribes
Language and Numbers Most people could not read or write Information was passed on by word of mouth in the Celtic language No standard currency or taxes No written records of calendar dates, history or laws	Language and Numbers Most people could not read or write Information was passed on by word of mouth in the Celtic language No standard currency or taxes No written records of calendar dates, history or laws
Religion Some people worshipped Celtic gods Some groups made human sacrifices on an altar People worshipped in sacred places like lakes or wooded areas	Religion Some people worshipped Celtic gods Some groups made human sacrifices on an altar People worshipped in sacred places like lakes or wooded areas

Roman Legacy

A legacy is what someone has left behind or what is remembered for after they are gone (passed away).

Before the Romans

Roads & Buildings
Muddy tracks (no actual roads)
Small settlements and hillforts
Buildings were made from wood, mud and straw sometimes
Unheated, cold buildings and no running water or drains for toilets

After the Romans
The Romans built real roads
Sewer systems
Villas, Domes, Insulae
Huts decorated with many rooms with under floor heating
Aqueducts were built by the Romans and the British

Lifestyle
Food home grown or sourced from the nearby countryside (wheat, deer, cattle, berries, vegetable, fish)
Each tribe had its own laws and way of organizing itself
No united government - just separate tribes

Language & Numbers
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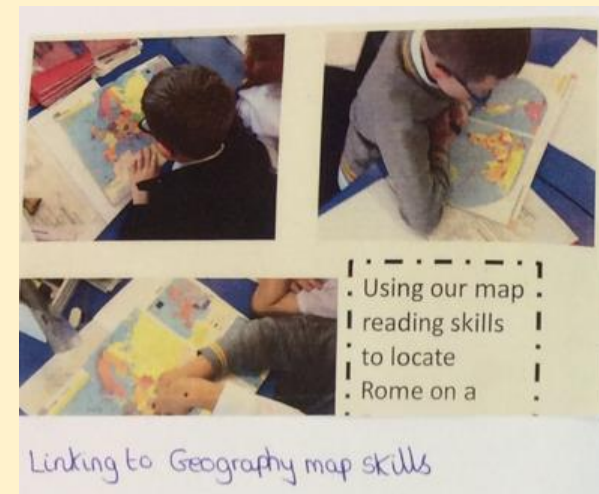
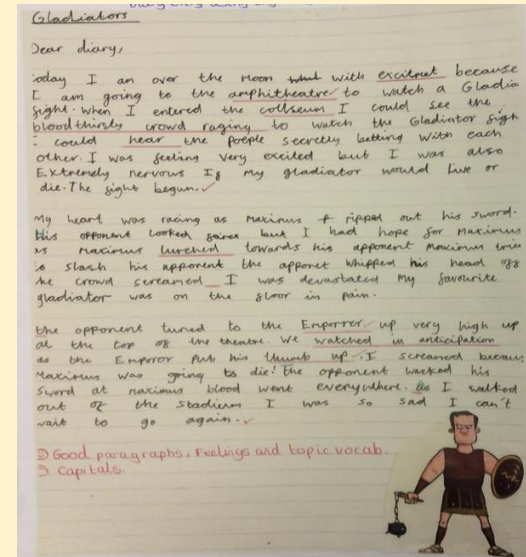
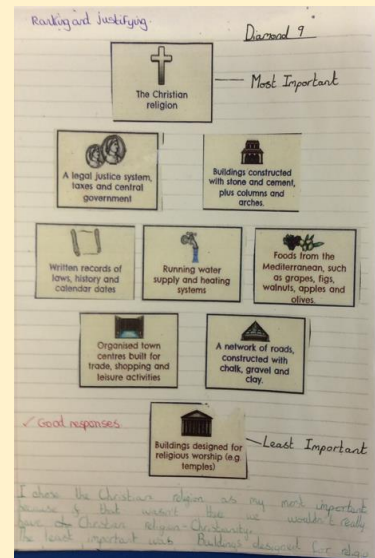
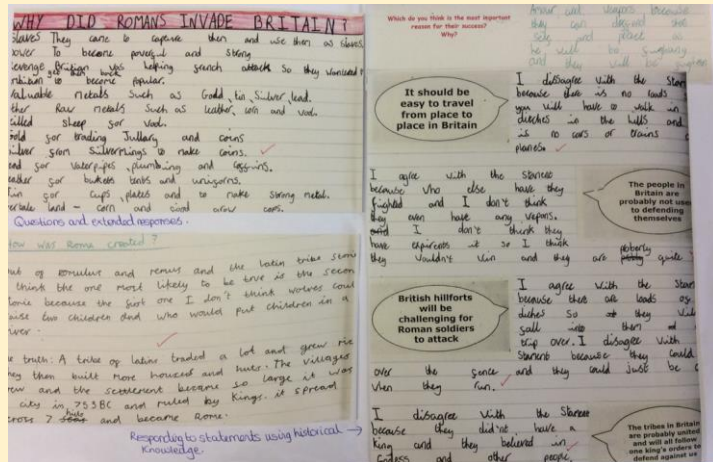
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Adaptive Teaching - How are children challenged at CCJS?

Challenge:

- Green pen questions to extend their knowledge some requiring simple answers, others requiring longer more extended responses.
- Opportunity for use of Ipads for independent research and homework activities linked to the topics.
- Use new vocabulary in sentences.
- Opportunities for Cross Curricular Writing and use of historical skills.
- Opportunities for debate and discussion.
- Pupils given choice over how to set out work and which historical sources to use to answer a given question.
- Answering questions on the display that require more thinking.
- Weekly retrieval practice through a mixture of ways, including flashback 4.
- Knowledge organisers that show progression



Section 4-Assessment

This section includes:

- Formative and Summative Overview
- Linking learning and remembering learning overview
- Retrieval examples
- Knowledge organisers
- Assessment grids

Assessment: Formative and Summative

In summary, Formative assessments are used to improve learning during a course and Summative assessments are used to evaluate learning at the end of a course.

	Formative Assessment	Summative Assessment
What is it?	Formative assessment is used in History to help students improve their learning and performance as their work progresses. Teachers consider the student's strengths and areas for improvement, praise their strengths and guide them in mastering their skills.	The goal of summative assessment at our school is to provide an accurate and fair evaluation of student learning and performance. Then using this information to inform and adapt our lessons.
What does it look like at CCJS?	Children are assessed throughout topics based on: <ul style="list-style-type: none">• Questioning• Green pen responses• Understanding of substantive concepts that link to lessons and previous topics taught.• Ability to use vocabulary in the correct context.• Flashback 4 and retrieval practice - Are they able to recall information learnt last lesson, last month, last year, etc.	Teachers moderate across year groups and engage in discussions with the subject leader and complete an assessment sheet where they grade pupils as Exceeding Expectations, Meeting Expectations and Working towards year group expectations.

Linking learning and remembering learning:

- **Vocabulary and concepts recapped regularly:** Use of working walls to refer to vocabulary and key concepts on a regular basis.
- **Assessment strategies:** Knowledge mats with a focus on 'what you have learnt' and vocabulary, end of unit assessments, adding to knowledge organisers during and after lessons, questioning at the beginning of each lesson reflecting on new vocabulary learnt last lesson, flashback 4.
- **Sticky learning:** Visitors coming into school, hands on use of artefacts and real life sources, DEAL strategies.
- **Revisiting and remembering more overtime:**
 - **Class discussions** 'last year, you learnt... and this year you'll... before next year when you study...'. -
 - **Green pen time** - An opportunity to recap on previous knowledge and vocabulary.
 - Flashback 4** - Recalling information from previous topics, in addition to more recent ones.

Assessment: Retrieval

History Retrieval

year 4 class were struggling with how and when the Romans invaded so this time-line was created to aid retrieval.

Roman Britain Timeline

753 BC: The building of Rome begins.

202 BC: Rome conquers territories outside of Italy.

133 BC: The Roman Empire spreads across Europe and the top of Africa.

55 BC: Julius Caesar tries to invade Britain for the 1st time.

54 BC: Julius tries again the 2nd time but fails again.

0 AD: Claudius is now in charge and tries to invade Britain and won.

43 AD: Hadrian's wall was built in Scotland.

60 AD: Boudica's Rebellion.

122 AD: the roman gave up on it and went back to Rome.

410 AD: the roman gave up on it and went back to Rome.

Year 4
Using post-it notes to assess prior knowledge of Romans before starting topic.

Year 3
start of lesson retrieval match up task to consolidate learning.

Prior Knowledge of Romans

The middle Stone Age began as a time when some people lived in caves and some became an island. During this period, tools were developed to become smaller and finer. The invention of canvas meant that people were better able to hunt for fish as well as animals.

In the early part of the Stone Age, people were hunters and they found food to eat. They began to move from place to place in different seasons. Britain was joined to the mainland of Europe.

In the late Stone Age, the way people lived changed a lot because they began to settle into farming villages instead of moving from place to place. People started to look after animals and grow their own crops.

Topic Specific Vocabulary

Vocabulary	Definition
Emperor	A ruler of an empire.
Empire	Group of states and countries ruled by one ruler.
Landscape	Visible features of an area of land.
Resistance	Refusal to accept or comply with rules.
Republic	Government where citizens chose representatives to rule on their behalf.
Aqueduct	Channel for conveying water in the form of a bridge.
Legionaries	Type of Roman soldier.
Legend	Well-known and remembered for.

Substantive Concepts

Key achievements

- roads
- sewer system

Leisure

- circus
- gladiators

Knowledge Organiser

Roman impact on Britain

Places

- Rome
- Hadrian's wall
- Colosseum
- Amphitheatre
- Gladiators
- Bath
- Wool
- Britain

People

- Caesar
- Boudica
- Nero
- Soldiers
- Gladiators
- Augustus
- Seneca
- Commodus

Britain before Invasion

Population: Between 1 million and 1.5 million people.

Landscape: Rolling hills and valleys.

Settlements: Villages or hamlets.

Houses: Round huts made of wood, stone and mud-brick.

→ Retrieval match up task to revise what life was like in Britain prior to Roman invasion.

New Vocabulary you have learnt

- Insulae
- Domus
- Aqueduct
- Toga
- Amphitheatre

New Facts you have learnt

- Romans bleached their hair with ash, vinegar and urine.
- Created underfloor heating.
- Had their own Gods.

Important Places, People or Dates?

- Boudica 60AD
- Julius Caesar
- Claudius
- Roman Gods

Roman Britain

Definitions for:

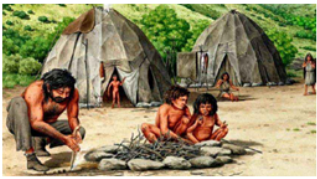
- Roundhouse
- Mosaic
- Aqueduct

Used in year 4 as a quick retrieval quiz to revise Roman Britain.


There are knowledge organisers for every history topic which are differentiated by year group with the amount for pupils to complete but contain key vocabulary and definitions, key people, places and events, sources analysed and substantive concepts within the topic.

Knowledge organisers are used in a variety of ways: as prior learning to familiarise pupils with the upcoming vocab and topics, throughout the topic as a form of self-assessment of current understanding and also at the end of a topic to review it. Blank knowledge organisers have also been used to assess pupils prior knowledge of a previous topic prior to starting the current topic so that they can recall and make links between the topics.

Year 3 – Stone Age

Topic Specific Vocabulary		Knowledge Organiser Stone Age to Iron Age	Enquiry Questions explored within the topic		
Vocabulary	Definition				
Hunter-gatherers	People who live mainly by hunting and fishing for food.		What is pre-history and how have historians found out about what life was like during it?		
Pre-history	The period of time before written records.		What was 'new' about the Stone Age and how did people survive?		
Settlements	A place where people settle to live and build a community.		Key places	What were the most important aspects of living in the Stone/Bronze/ Iron Ages?	
Archaeologist	People who study history by digging up remains and artefacts.			Sources Analysed	Pictures Artefacts Cave Art Weapons Ruins Monuments Grave Goods Maps Personal Diaries
Roundhouses	Circular living spaces with thatched roofs and woven branches.				
Speleologists	Person who studies caves.				
Hill forts	A fort build on a hill enclosed by banks and ditches.				
The Beaker Culture	Early Bronze Age people who made Bell-shaped Beakers.				
Substantive Concepts Key achievements:					

Year 6 – World War Two

Topic Specific Vocabulary		Knowledge Organiser World War Two	Enquiry Questions explored within the topic			
Vocabulary	Definition					
Evacuation			How significant was the Blitz?			
Luftwaffe			How did the role of women change during and after the war?			
Treaty of Versailles			Sources Analysed	Newspapers Textbooks Videos Photographs Census Speakers Medals National Archives Ministry of Information		
Propaganda					Places	
Appeasement						People
Anderson Shelter						
Morrison Shelter						
Rationing						
Substantive Concepts						
Continuity	Changes	Significances				

Assessment Year 3
Chronological Understanding
<p>Understand that the past is divided into differently named periods of time.</p> <p>Can use appropriate dates and chronological conventions such as Pre-History, BC, BCE and AD and put artefacts and information in chronological order.</p> <p>Can place the time-periods, changes, people and events from a period I am studying on a timeline.</p> <p>Can make some detailed links between features of past societies and periods.</p>
Knowledge and Understanding
<p>Can understand how some things changed and some things stayed the same of the time period studied and can recount episodes from stories about the past.</p> <p>Know about everyday lives of people, main events and aspects of the past beyond living memory and compare them to modern life.</p> <p>Identify changes and links within, during and across time-periods studied.</p> <p>Describe how some past events and people affect life today.</p> <p>I can tell you a range of similarities and differences between some people, events and objects within time-periods studied.</p> <p>I know the key inventions and discoveries from Stone age to Iron Age.</p> <p>I can tell you about the significant achievements of the Ancient Egyptians and Ancient Civilisations.</p>
Historical Enquiry
<p>Can ask relevant questions about an event or period of history.</p> <p>Can use, observe and handle one or more sources to collect information about the past based on observations.</p>
Interpreting Sources
<p>Types of sources to analyse: Toys, post-box, artefacts, museums, jewellery, treasure, grave goods, cassette tape, printed sources, the internet, pictures, photos, music, historic buildings.</p> <p>Know what questions can be asked about a source, how it can be interpreted, what it can tell us, what inferences can be drawn from it.</p> <p>Understands the difference between primary and secondary sources of evidence.</p> <p>Know why some periods of history have more sources than others.</p>
Historical Interpretation
<p>Can identify and describe some of the different ways in which the past is represented.</p>
Organisation and Communication
<p>Can present recalled or selected information in a variety of ways using key vocabulary, speaking, writing, ICT and drawing skills.</p> <p>Can use place value in the context of timelines and use dates and terms correctly.</p>

Working Towards Expectations	Meeting Expectations	Exceeding Expectations

There are summative assessment sheets for each year group that are used at the end of a history topic to help teachers assess pupils against set criteria and come to a judgement about those working towards, meeting and exceeding end of year expectations.

They can also be used in conjunction with the progression documents to set targets for development and to challenge pupils.

Section 5- Development

This section includes:

- Overview of systems for renewal
- Example feedback from previous book looks.
- Pupil Voice
- Current strengths and Targets
- History Headlines and main areas of focus.

Systems for Renewal

Book Study	Book Flicks	Pupil Voice
<p>Each term or half term, subject leaders complete a Book Study, informed by the Bedford Study. Teachers and a member of SLT choose an area upon which to focus. Subject leads then create a line of questioning and meet with a small group of children from each year group to evaluate that area of the curriculum. Most recently in History, myself and SLT delved into the teaching sequence in History to look at consistency and retention, what pupils enjoyed and types of questioning.</p>	<p>Every Wednesday morning, teachers meet for a 'Book Flick', bringing a pre-decided selection of books, (for example all teachers bring books 4-8 in the register). Each week will be lead by a different subject lead and books from the correlating subject will be brought. This is a great opportunity to monitor progression, magpie ideas and assess the effectiveness of teaching and learning.</p>	<p>Pupil's thoughts and ideas are regularly discussed. After Book Flicks, teachers often ask for pupils to meet and discuss their work. Here, we are able to gauge children's ability to explain and recall their learning. Pupil voice activities are often undertaken in a variety of ways, for example after assemblies, book flicks, during lessons and recorded in books.</p>

Overall Feedback 21.10.2022

Things to celebrate:

- Great Presentation- children value their work.
- A range of exciting activities including drama, pic-collage, analysing artefacts, hoops for Venn diagrams, scaling.
- Opportunities for extended writing e.g. fact files, newspapers, letters.
- Correct knowledge organisers stuck in books.
- Evidence of whole school initiatives e.g. Black History Month and Work on Queen Elizabeth.
- Correct National Curriculum objectives being taught.

Targets for future:

- Ensure you are evidencing source work in your books
- Complete knowledge organisers with key people, dates, achievements etc as you got throughout lessons.
- Rather than rely on worksheets or sticking in worksheets could the same activity be written into the book and presented in a different way e.g. mind maps, posters, information texts, questions and answers in books.
- Refer to the progression in using sources sheet in the history folder to know what questions to ask about historical sources.
- Look at how we can evidence substantive concepts – we will discuss these more in a staff meeting.

Pupil Voice

'The knowledge just stays. Our teacher says 'how does this relate to the Romans?' and we have to make connections.'

'We do lots of DEAL which helps us to remember more - we state our opinions and then stand on one side of the room.'

We got to learn a lot more about where the people were from who made history. I loved learning about the Egyptians and how they do a funeral, which is different to how we do it.

'Re-caps help us to remember what we have learned as it gives us a reminder and also helps us with the work that's coming up.'

'They were actually proper artefacts, it helped us to understand more and we got to hold and touch them.'

Strengths

- Concept stickers being used in each year group and are children recording links to previous learning and the meanings of key historical vocabulary.
- Use of artefacts as historical sources.
- Evidence of some source work in each year group.
- Elements of choice over how to present information e.g. double page spreads, sheets, poster, choice of which artefact to study.
- Timelines used for different topics and in different ways.
- Good evidence of retrieval e.g. flashback 4s, post-its, summary questions, gap fills.
- Engaging lessons e.g. double page spreads, drama, debates, analysing sources, assemblies and posters.

Targets

- Marking- Try to find more opportunities to add a red pen extension question that requires pupils to give an extended answer.
- Introduce big questions in bubble writing for some lessons e.g. what was life like in the Stone Age and have pupils answer this.
- Allow time for work to be completed as some work was unfinished and left mid-sentence or sheets had been pre-stuck in however not completed and pages had been left blank.
- Ensure Knowledge Organisers are filled in.
- Source work- Refer to progression in source work and make sure when a source is used it is evidenced clearly in your book and also analysed i.e. this photograph is a primary source it is likely to be reliable as it is truthful and was taken at the time.

History Headlines and Current Priorities

At the moment we are working on 5 key Headlines to develop our History Teaching Practice. These are:

- Evidence of Source Work
- History-based trips
- Enquiry and Skill based approach
- Embed vocabulary and Substantive Concepts
- Local History

For more information and explanations of each of these refer to the History Headlines sheets.

History Headlines 2022-2023

Headline 1: More evidence of source work

This can be achieved by sticking in pictures to books as starters/plenaries/whole lessons/use of working wall, presented in pic collages as looking at a variety of sources and sticking in the relevant snippet of a source and using stem sentences to write about what it tells us. For further support and guidance refer to the progression within historical source work in the history folder to check you are using a range of different source types and referring to the guidance on questions/ways to analyse and interpret them.

Headline 2: More history-based Trips

This is to bring the history curriculum to life and give pupils an immersive experience in that historical period away from the classroom. For further support and guidance, refer to the school trips folder within the history folder for suggestions of topic related trips, activities and costings.

Headline 3: More Enquiry and Skill Based Approach to teaching History

Make pupils aware of key historical skills including deduction, inference, organising information, analysing source, making comparisons and judgements, contrasting arguments, understanding chronology, discussion, and observation, and research, interpretation, questioning, investigating and forming conclusions. Also within Green Pen time or during the lessons or after a group of lessons get pupils to answer an enquiry based question which enables them to draw on their knowledge from a few lessons to arrive at judgements and back up their interpretations. For further support and guidance, refer to the schemes of work and historical association articles, which are within your year group folders for each topic, which will have suggested enquiry questions for your topic.

Headline 4: Embedding Vocabulary and Substantive Concepts

Within each lesson, refer to previous knowledge and previous vocabulary that pupils should know. Substantive concepts are key themes that are explored across all history topics such as achievements of each civilisation, significance, change and continuity, society, leisure which can be revisited and used at the start/middle/end of a topic to make comparisons and contrasts between other topics. For further support and guidance, refer to the knowledge organisers in year group folders and the progression document in the history folder to see what concepts and vocabulary have been taught in previous year groups.

Headline 5: More Local History Studies

We need to be looking at our local area similar to the geography fieldwork and how it has changed/become significant/developed over time. Local history can be looking at a place/road building now and in the past, local churches, war memorials, the town of Stockport, local theatres and restaurants and follow an enquiry based approach. For further guidance and support, look in the history folder for the articles relating to local history and the school trips information which also have ideas for local history suggestions on them.