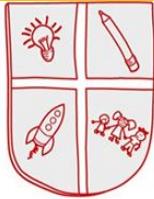


**Barrow CEVC
Primary School**

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HISTORY IMPLEMENTATION



History - Implementation

Modular Approach – Knowledge

At Barrow Primary School, History is taught across each year group in modules that enable pupils to study in depth key historical understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key historical knowledge and events. Modules are revisited either later in the year or in the following year as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information. History is studied chronologically and comparisons are made between different time periods and cultures including linking to other subject areas such as Geography and Design & Technology. This is referenced in our planning sequences.



Study the lives of significant individuals in the past

Year 1
Spring Term

Previous learning

ELG 13
People and communities

ELG 14
The world

ELG 15
Technology

Science
Animals, including humans and Plants

Geography
Continents and oceans

Art
Rousseau - jungles

Linking to previous learning and across subjects – EYFS to Year 1



HISTORY

Maya civilisation

Year 5
Summer Term

Pupils should be taught about:
A non-European society that provides contrasts with British history – Maya civilization c. AD 900

Year 3 History
Roman Empire its impact on Britain

Year 4 History
Anglo-Saxon settlement and Viking struggle for Britain

Previous learning



Year 4 / Year 5 Geography
study of the world, including location of N and S America

Year 5 Science
Light
Earth and Space

Linking to previous learning Year 3-4 in Year 5

Subject Skills

As well as ensuring pupils are taught key knowledge, each module is designed to offer pupils the opportunity to develop their skills as an Historian by understanding chronology, undertaking enquiry, using historical evidence and making connections in their learning.

Pupils are taught to think critically, using a range of sources to draw conclusions and are encouraged to make connections across the curriculum, for instance, understanding how technology has been influenced and developed due to historical events or discoveries.

Subject concepts (skills)

The study of time – chronology



- place the period accurately on a timeline
- describe what the time period was like
- relate to previous or other known periods of time
- know about the difference between BC (BCE) and AD (CE)

Evidence and enquiry



- know that evidence tells the story of an artefact or place
- use evidence to explain the past and place within the studied culture
- think critically with evidence
- look at cause and effect
- ask questions and use what you know to answer them

Connections

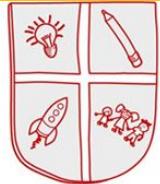


- know what was happening in Britain, Europe or world locations at the same time
- Compare and contrast the technological and cultural advances of people or a civilisation

Vocabulary



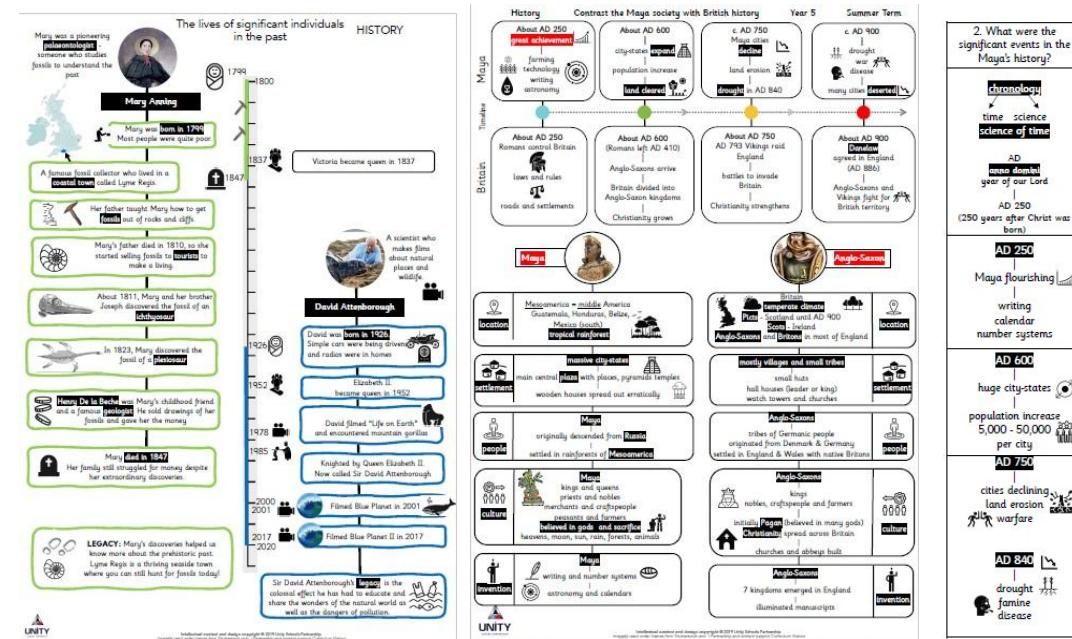
- use circa and c. as a historical term
- use tier 2 vocabulary to enrich historical language
- use tier 3 vocabulary to deepen explanation and understanding
- focus on contextual etymology, prefixes and idioms



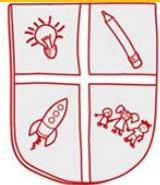
Knowledge Organisers and Knowledge Notes

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge notes are the elaboration and detail to help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood. Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall.

Knowledge Organisers and Knowledge notes are referenced throughout each module and copies of the Knowledge Organiser are sent home to families to support with home learning. In addition, pupils can access at home key learning platforms that are used in school e.g. Curriculum Visions.



Year 1 Knowledge Organiser Year 5 Knowledge Organiser and Knowledge Note



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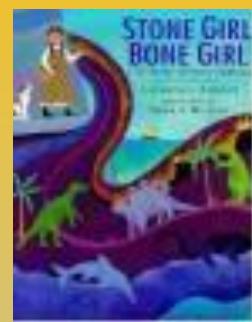
IMPLEMENTATION

Writing

Pupils are encouraged to write across all areas of the curriculum and teachers model how to write purposefully in each subject using key structures and vocabulary. Pupils are encouraged to use their curriculum books as reference books, using previous work, knowledge organisers and knowledge notes.

Reading

In our History curriculum we encourage pupils to access high quality texts to support their learning and develop their skills in accessing information from a range of sources. Teachers model reading historical texts and pupils spend time partner reading or reading independently to acquire knowledge or deepen their understanding.



Vital Vocabulary – words we love and talk about History: Y5 – Maya civilisation		
Word	What it means ?	Clue

Vocabulary

Vocabulary forms a key part of our wider curriculum. Subject specific Tier 2 and Tier 3 words are incorporated in each module and pupils are encouraged to develop their own 'Vital Vocabulary' lists along with dual coding to expand their history vocabulary repertoire.

Oracy

When discussing their findings or presenting information, pupils are encouraged to speak using full sentences and incorporating the key subject vocabulary.

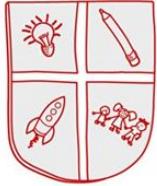
Academic and elaborative vocabulary (Tier 2)			
flourishing	rapidly growing and thriving	expanded	made bigger; growing quickly
declining	becoming less (or worse)	originated	from the start; the point of the beginning
erosion	gradual destruction of something	native	born and raised in a place
population	the people who live in a place	monotheism	mono = one theism = belief in god = belief in one god
increase	to make greater or more of	polytheistic	many + belief
descendant	an ancestor or relative from the past	worship	more than one god



IMPLEMENTATION

ON

Resources



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Timeline

i-topic and galleries

Your entire course - read out + videos + questions

More resources

GETTING TO KNOW THE ANCIENT GREEKS

Who were the ancient Greeks?

The ancient Greeks were peoples who lived from about 800 BC to 150 AD. They are famous for developing a way of living that we still use today.

Modern Greece is a small mainland country made up of a long finger of land (the PENINSULA) and a group of islands. It lies near the eastern end of the Mediterranean Sea.

Many peoples

Ancient Greece was not a single country as we know it today (picture ①). Instead, it was a collection of peoples who shared the same language and history.

Early times

There was an ancient Greek civilization in the BRONZE AGE, a time before the iron age. The people of the ancient Greeks lived in cities such as Troy (known for the legend of the Trojan Horse) and Mycenae (picture ②).

Their power faded away by about 1000 BC for reasons we do not know because their writing did not survive. A new period followed this, called the GREEK DARK AGES, when people abandoned their cities.

A land of cities

By about 800 BC the Greeks were once more building cities and they also began to write down their history. This is why many people choose this date as the start of ancient Greek times (picture ③).

Each group of people became based around a city in a valley, and was separated from its neighbors by tall ranges of mountains. As a result, the Greeks would not have thought of themselves so much as "Greeks"; but, as for example, Athenians (those who belonged to the city of Athens) or Spartans (those who belonged to the city of Sparta), just as the Romans in later times were the people who came from the city of Rome, not Italy.

Different ways of living

Each city developed its own ways of living. Cities were realms and they often fought with each other (picture ④). They only came together and made alliances when they were attacked by a neighboring country such as Persia.

One of the ends of Greek heroes would have used the word HELLENE, which was their word for "Land of the Greeks".

▲ This is the temple fort of King Agamemnon of Mycenae, one of the centers of the ancient Greeks.

▼ Greek bottle scene showing interlocking shields.

Curriculum Visions – online books and interactive resources.

As well as our own school library and online resources, we also access, where possible local organisations and the local library and enable children to broaden their historical understanding and curiosity through educational visits.



British Museum Online Collections for Schools

DK findout!

I want to find out about... 🔍

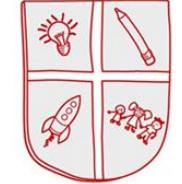
Mary Anning

Mary Anning (1799–1847) was a famous English fossil hunter. The cliffs near where she lived in Dorset, England, are rich in fossils from the Jurassic Period. Anning spent months uncovering the body of her first fossil, a marine reptile that swam in the time of the dinosaurs. It was later named *Ichthyosaurus*, which means "fish lizard". She found the first plesiosaur (a type of swimming reptile) in 1823 and an early pterosaur (a flying reptile) in 1828. She carefully recorded each find, before selling the fossils. Anning was not taken seriously because she was a woman and from a

DKfindout! Science Famous scientists Mary Anning Charles Darwin

Dorling Kindersley
Online

IMPLEMENTATION



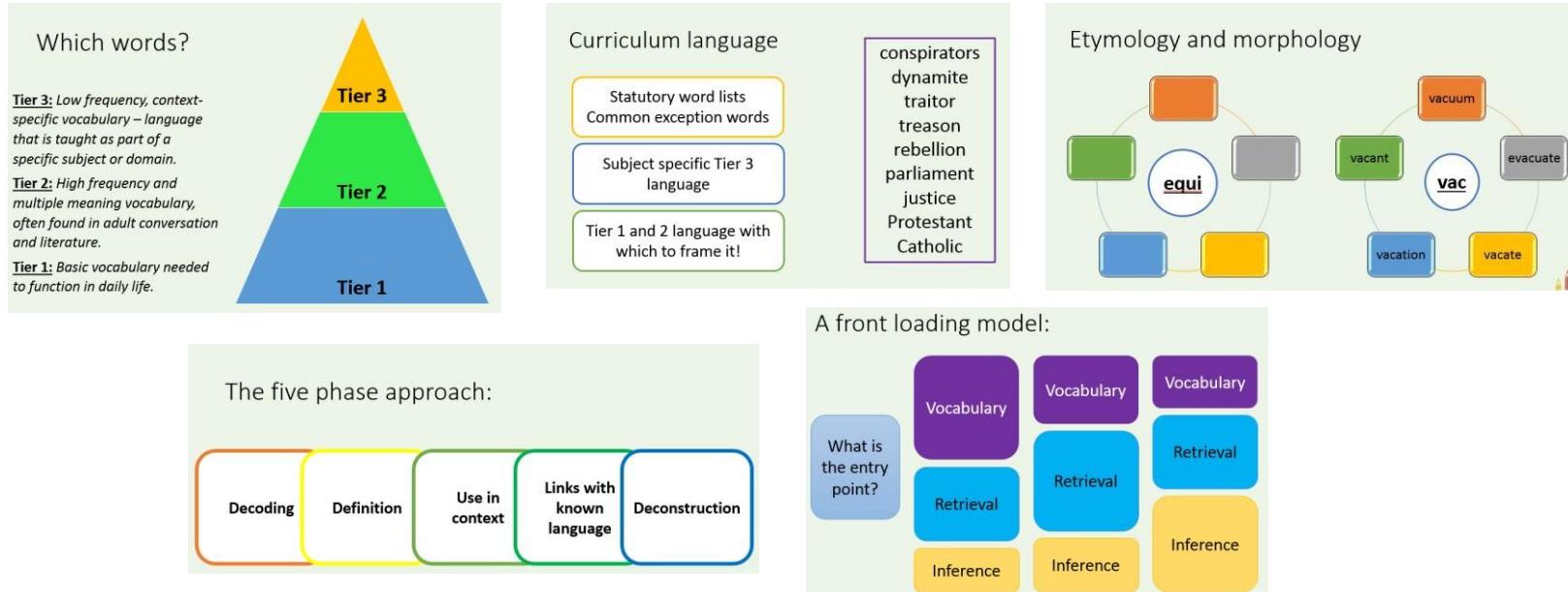
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Continuous Professional Development

All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum which has supported the development of a modular wider curriculum.

In addition, staff have been trained in the Theory of Reading which emphasises the importance of teaching reading across all subjects and how to teach vocabulary – including etymology and morphology.



Teachers are encouraged to develop their subject knowledge by accessing resources and disseminating good practice in school.