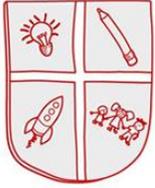


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HISTORY IMPLEMENTATION



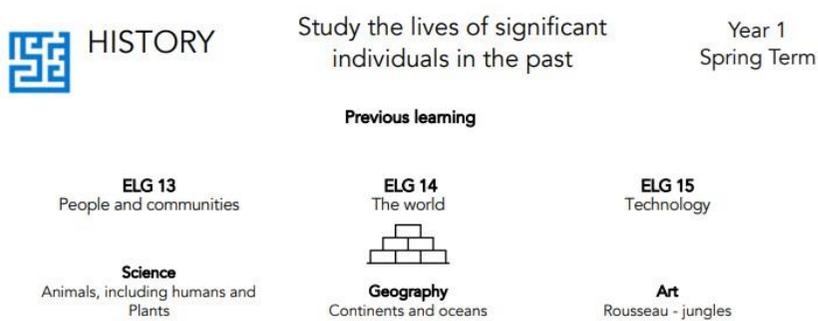
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History - Implementation

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.



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

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.

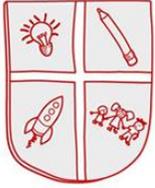


Pupils should be taught about:
A non-European society that provides contrasts with British history – Maya civilization c. AD 900

Linking to previous learning Year 3-4 in Year 5

Subject concepts (skills)

<p>The study of time – chronology</p> <ul style="list-style-type: none"> 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) 	<p>Evidence and enquiry</p> <ul style="list-style-type: none"> 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
<p>Connections</p> <ul style="list-style-type: none"> 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 	<p>Vocabulary</p> <ul style="list-style-type: none"> 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



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History - Implementation

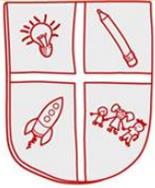
Principles – Implementing the Principle of the Curriculum

Our curriculum draws upon prior learning, wherever the content is taught. For example, in the EYFS, pupils may learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1.

The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied.

Our history curriculum is planned so that the retention of knowledge is much more than just ‘in the moment knowledge’. The cumulative nature of the curriculum is made memorable by the implementation of Bjork’s desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events.

Our curriculum strategically incorporates a range of modules that revisit, elaborate and sophisticate key concepts, events, people and places. A guiding principle of our history curriculum is that pupils become ‘more expert’ with each study and grow an ever broadening and coherent mental timeline. This guards against superficial, disconnected and fragmented understanding of the past. Specific and associated historical vocabulary is planned sequentially and cumulatively from Year 1 to Year 6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3). Each learning module in history has a vocabulary module with teacher guidance, tasks and resources.



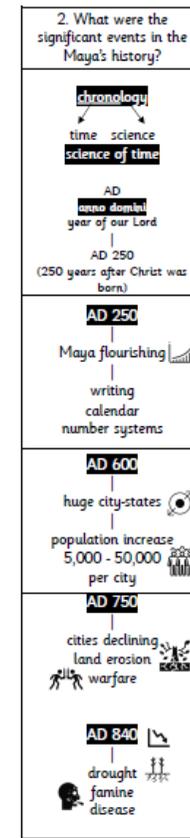
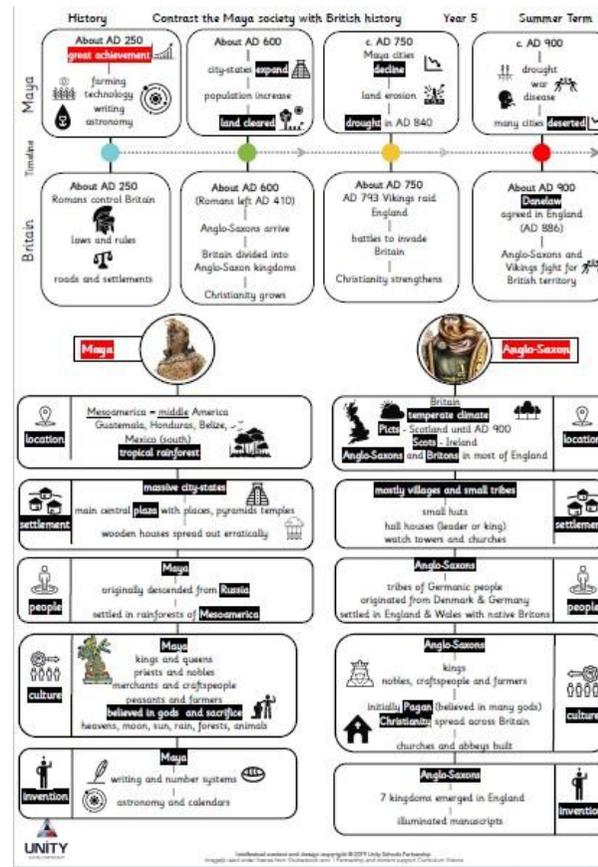
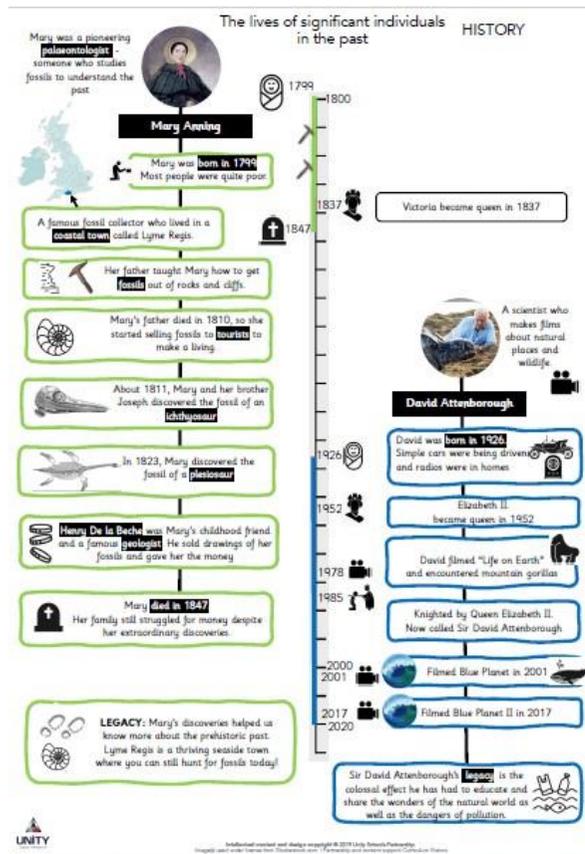
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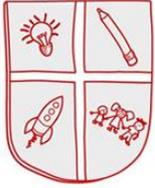
Knowledge Organisers and Knowledge Notes

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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Reasonable Adjustments: Inclusion and SEND

Accompanying each learning question is a knowledge note which contains key vocabulary, information and concepts which all pupils are expected to understand and retain.

Our dual coded knowledge notes are a valuable resource in the teaching of substantive knowledge and vocabulary acquisition.

Our editable knowledge notes enable us to make reasonable adjustments, which are bespoke to the learner, to ensure that all pupils are able to access the curriculum.

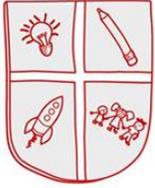


← Advancing

Edited and
reasonable
adjustment made,
bespoke to the
learner or learners



→ Securing



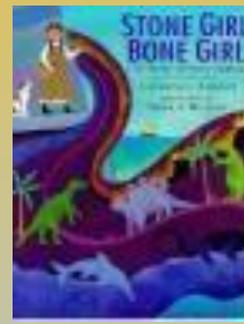
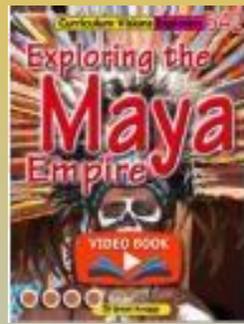
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History and Literacy

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.

All children have access to the 'Curriculum Visions' website, which is a digital library with a range of high quality texts tailored to our curriculum. Children are provided with opportunities to extend their learning, or carry out pre-reading tasks about their current unit of learning. We believe this helps to raise the profile of our foundation curriculum, by actively involving parents in supporting their children's learning and development at home.



Y4 Britain's settlement by Anglo-Saxons and Scots
Vocabulary Essentials: Teacher Guide

Prior vocabulary knowledge

Words I should know	Roots, prefixes, suffixes and spelling rules
culture, converted, kingdoms, churches, struggle, tribes	-ed, -ion, -less

Vocabulary for explicit instruction

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
abandoned	been left permanently	heptarchy	a state made up of seven autonomous (independent) regions
defenceless	without any protection	laden	heavily loaded
dominant	the controlling, strongest person, influence or thing	sporadic	scattered, occurring in irregular intervals
missionary	a person sent on a mission to promote a religion	vannquah	to defeat totally
pagans	a person having beliefs different from the main world religions	viewpoint	a person's opinion
reluctant	depending on something or someone to continue	migration	movement from one part to another

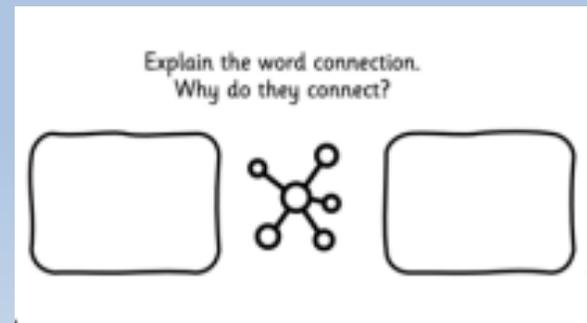
Etymology and morphology for explicit instruction

Prefix / Suffix / Root	Meaning	Examples
-ary	collection of, relating to	library, visionary, dictionary
-ic	relating to	artistic, democratic, enthusiastic
hept	seven	heptagon, heptathlon, heptathlon
arch	ruler or leader	patriarch, archbishop, arch-rival
-ant	tending to	observant, assistant, reluctant

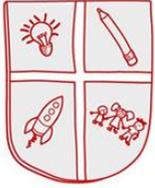
Vocabulary

Specific and associated historical vocabulary is planned sequentially and cumulatively from Year 1 to Year 6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3). Each learning module in history has a vocabulary module with teacher guidance, tasks and resources

Each learning module is accompanied by a vocabulary resource pack which assists the explicit teaching of vocabulary. These vocabulary tasks are used to model and develop coherent vocabulary understanding through the multifaceted vocabulary instruction.



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History and Literacy

Oracy

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

Our curriculum allows a opportunities for children to acquire skills which they may not have acquired at home: skills which we believe will help them to take up further educational opportunities.

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.

With cognitive science at the heart of our curriculum, our history units are sequenced to provide pupils with opportunities to apply their substantive knowledge from recent year groups or key stages to current writing modules.

For example, Year 5 write a third person narrative set in another culture which utilises knowledge gained from both the Ancient Egyptians unit taught in Year 4 and the Ancient Greece unit taught in Year 5.

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Changes in Britain from the Stone Age to the Iron Age



Y1 History - Changes within living memory,
Significant individuals (Mary Anning)
Y2 History - Events beyond living memory
(local and national)



Y3 Science - Rocks
Y2 Lit Spine - Fantastically Great Women
who changed the World (Mary Anning)
Y3 Lit spine - Pebble in my pocket
Writing - Dialogue through narrative (Block
A)
Art - Drawing and Painting (Block A)

The Roman Empire and its impact on Britain

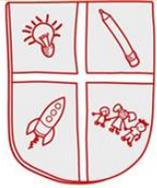


Y1 History - Changes within living memory,
Significant individuals (Mary Anning)
Y2 History - Events beyond living memory
(local and national)
Y3 History - Stone Age to Iron Age



Writing - Dialogue through narrative (Block
B)

Thinking History Tasks



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A menu of disciplinary knowledge tasks accompany each learning question. Teachers select at least one task that will consolidate and elaborate pupil understanding relating to the teaching of the knowledge note.

These disciplinary knowledge tasks are only completed after the explicit instruction of the content in the knowledge note.

These tasks provide relevant and sophisticated CHALLENGE for pupils to think hard about the content – creating coherent long-term memory.

We refer these tasks as ‘thinking historically tasks’.

Year 4: Britain's settlement by Anglo-Saxons and Scots

Q2 Where did the Anglo-Saxons come from?

Connecting  

Explain what connects these images.

Netherlands Germany Denmark

Identifying  

Josh is explaining where the Jutes came from and why they came to Britain. Is his explanation accurate? Identify and correct any errors he has made.

The Jutes sailed to Britain from Germany to defeat the Roman army. They settled all over Britain after forcing the Romans to leave. 

Presenting 

Develop your own key to indicate on this map where the Jutes, Angles and Saxons migrated from and where they settled.

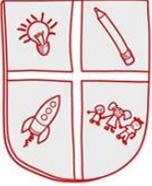


Proving 

Decide which of these statements is true and which is false.

1. Not all Anglo-Saxons came from Germany, the Netherlands or Denmark.
2. The Picts and the Scots were allies of the Anglo-Saxons.

Justify your decisions with proof.
Create a statement for a partner to prove or disprove.



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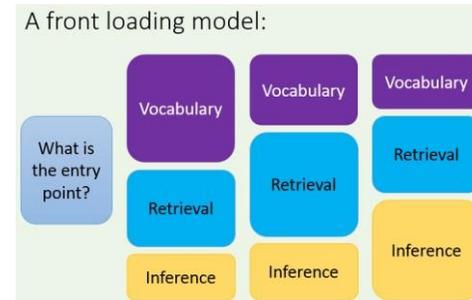
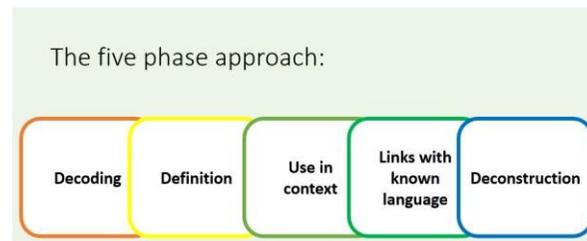
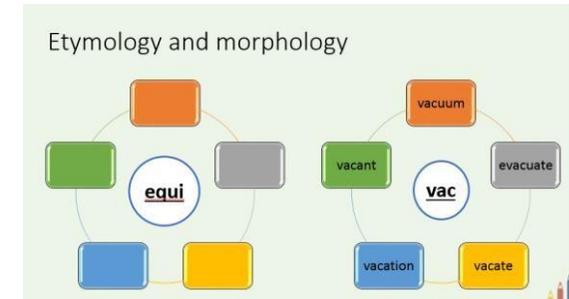
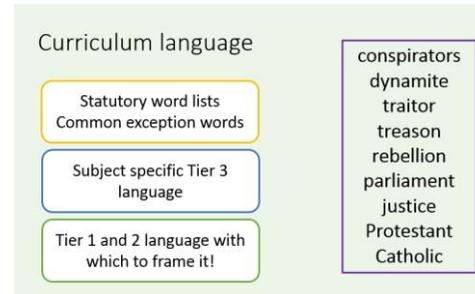
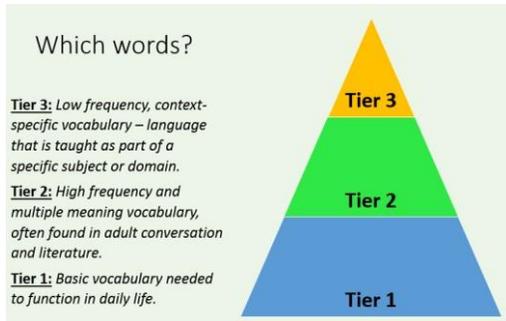
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ON

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.