



*A deliberate balance of skills and knowledge so children can enjoy their learning, develop their learning and aim high.*



### **St Michael's C of E Primary School - Our History Vision**



#### **Our Aims for pupils are:**

- To gain coherent knowledge, understanding and chronology of Britain's past and that of the wider world.
- To understand the complexity of people's lives.
- To understand the process of change.
- To develop historical vocabulary and abstract terms (empire, civilisation, parliament, peasantry).
- To equip pupils with the necessary skills to think critically, to develop perspective and judgement when using methods of historical enquiry.
- To know and understand significant aspects of history.

#### **How?**

##### Design

- We teach History through threads.
- These same threads run through each year group.
- The threads ensure children can make links across Historical aspects and eras.
- We use Blooms Taxonomy to create challenge, deepen learning experiences to develop the historical enquiry skills.
- This design allows children to not only remember and understand information, but to apply, analyse, evaluate and create their own learning.
- Blooms Taxonomy provides a progression of learning ladder.
- The progression ladder helps make links to prior learning and leads to creating learning experiences that are exciting to each group of children.

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## Teaching and Learning

- Long term plans are mapped out. KS2 British units are mapped out chronologically.
- KS1 is mapped out by using significant people or events as a focus.
- We share the big picture. This consists of explaining to the pupils the skills we will be focusing on and the sequence of learning we shall learn through to reach the ultimate goal.
- Pre-assessments or 'What do you know boards' are used to start a topic to see the diversity of knowledge in the class. This is sometimes carried out individually or as a class.
- History is planned using the continuous threads to organise links between knowledge, skills and sequence of lessons.
- SEND children are supported and differentiated for when necessary.
- Teachers use rich, engaging resources where pupils value their learning experiences.
- Pupils are presented with activities that develop their skills in making connections, analysing trends and evidence, asking historically-valid questions and many more.

St Michael's CofE Primary School History Planner						
Remember Understand Apply Analyse Evaluate Create						
Year Group: Year 4						
Topic: The Anglo-Saxons and Vikings						
Term: Autumn						
	Children will learn:	Thread 1 Clothing	Thread 2 Food	Thread 3 Commerce	Thread 4 Conflict	Thread 5 Religion
<b>Challenge</b> Place events from period studied on a time line Use terms studied by the period and begin to date events Understand more complex terms e.g. BCE/AD	<b>Other areas of Learning:</b> Create a replica of an Anglo-Saxon artefact. Create a replica drawing of an Anglo-Saxon village. Create a historical guide about a famous Christian building. Create an informative poster about Viking life.	Analyse historical evidence and artefacts to make claims.	Describe life in an Anglo-Saxon village.	Explain how the Anglo-Saxons influenced Britain. Compare the similarities and differences between Anglo-Saxon kings. Explain how the legal system worked in Anglo-Saxon Britain. Demonstrate my understanding of crime and punishment at this time in history. Compare and contrast methods of punishment to today's justice system.	Explain how life in Britain changed as a result of the Anglo-Saxon invasions. Explain problems encountered when the Danegeld was introduced.	Outline key Anglo-Saxon beliefs. Describe some of the Anglo-Saxon gods. Demonstrate a deep understanding of religion in Britain changed during through the Anglo-Saxon period. Explain the work of key individuals who converted the Anglo-Saxons to Christianity. Evaluate the effect that Christianity had on religious beliefs/impacted building use.
<b>Range and Depth of Historical Knowledge</b> Use evidence to understand life in time studied Search for links and effects in time studied Offer an evidence based explanation for some events Develop a broad understanding of ancient civilisations	<b>Subproblems of History</b> Look at the evidence available Begin to evaluate the usefulness of different sources Use of fact books and historical knowledge	<b>Children can:</b>				
<b>Historical Enquiry</b> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of the time, past Ask a variety of questions Use the library, e-learning resources	<b>Organisation and Communication</b> Select skills and organise them in order to answer historical questions Know the period in which the study is set Display findings in a variety of ways Work independently and in groups	<ul style="list-style-type: none"> <li>Develop a chronological secure knowledge and understanding of local British and world history.</li> <li>Clear narratives within and across the studied historical periods.</li> <li>Note connections, contrast and trends over time and develop the appropriate use of historical terms.</li> <li>Address questions about things, cause, similarity, difference and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>				

## Impact:

- Pupils have the necessary skills to interpret and analyse historical events, people, eras with confidence and accuracy.
- Pupils enjoy learning about history.
- Pupils have gained knowledge in many aspects of history and can compare them.
- Pupils know the chronological order of British historical events.
- Pupils understand, and can explain, how change has occurred in Britain and the wider world where historical eras, events and people have contributed.
- Pupils have developed a rich vocabulary bank that equips them for the future ahead.