

Intent Implementation Impact



History Intent, Implement and Impact

Intent

Our 'knowledge rich' curriculum is coherently sequenced and provides the children with the essential skills needed to learn, explore and question key historical moments in time. The knowledge they gain is not only *substantive knowledge* of historical events, dates and people in the past, but also knowledge of substantive concepts in history (such as 'empire', 'monarchy' and 'civil war') and disciplinary historical concepts (such as evidence, causation, significance and interpretation).

Our history curriculum follows the National Statutory Framework for EYFS and the National Curriculum of years one to six. Our children begin to understand what the 'past' means in Nursery and through to Reception through the Understanding the World unit and then continues to develop a chronologically secure knowledge and understanding of local, British and World History as the children journey through the key stages. Through adopting a largely chronological approach to the curriculum design, the substantive knowledge taught in each unit forms a chapter in the history of Britain and the wider world.

We want our children to understand the causes of significant national and global events (such as World War I) and our curriculum provides them with the background knowledge of what happened before (such as the growth of European empires, including the British Empire. This enables a secure understanding of causation.

Our history curriculum interleaves substantive and disciplinary concepts across the year groups and enables the children to encounter and apply these skills in different contexts. Each unit focuses on a specific substantive concept, which is introduced at the beginning and then referred to at the end through a 'Big Question.' These questions have been designed to refer to learning in previous year groups, thus enabling our children to make meaningful links whilst also providing an opportunity to retrieve prior learning. It is crucial that our children can make connections and build upon their prior substantive and disciplinary knowledge; our curriculum enables this from year to year, unit to unit and lesson to lesson.

In Nursery, they begin to understand about what the 'past' means and explore their own family history, before moving on to looking at what the world was like over 200 million years ago. Even at this early age, the children begin to understand chronology through the use of timelines and the exploration of the prehistoric world. As they move into Reception, the children learn about key events and individuals in history and begin to understand the term 'monarchy' through their unit on Kings and Queens. This understanding of 'monarchy' in Britain is developed as they move through the key stages, starting in Year 1 where they learn more about the British Monarchs. They continue to build upon their knowledge of monarchy in British society throughout the rest of the curriculum, looking at the reigns of significant monarchs such as Henry II, Henry VIII and Queen Elizabeth I with a focus on understanding the transition from the autocratic and unlimited power of the monarchs, to the limited constitutional role of contemporary British monarch. Each British history unit taught, allows children to add to their understanding of 'monarchy' in Britain, the impact it had on the lives

of the British people whilst giving them the opportunity to analyse the significance and legacy of each monarch.

Our curriculum provides a balance between looking at local, national and world history as we want our children to be able to explore and make the connections between significant events and people; and how they have influenced the modern world. The units studied ensure they have a secure overview of a particular historical period, before they study aspects in more depth. Most of our units consist of 6 lessons however, we recognise that some aspects of history, because of the complexity of the content, require more time to study the period in detail; where this occurs, our units are extended.

Throughout the curriculum, each year group studies at least one unit of British History where they look at significant 'turning points' that help children understand modern Britain. This begins in Reception where they are introduced to the Magna Carta through their 'Kings and Queen's unit. This is developed in Year 1 where they learn about the sealing of the Magna Carta in 1215 and revisited again in Year 3, where they focus on the key substantive concepts of law, monarchy democracy and religion. In Year 4, 'monarchy' is referred to again as they learn about the 'Glorious Revolution' of 1688 and, how the change in power during this period, paved the way for the modern day monarchy and parliament. The issue of power is then further explored in Year 5, where they learn about the building of the British Empire. Through these units, our children are not only able to develop a solid understanding of the political context of each period, but they will then embark on studying a wider range of contexts in more depth, including the cultural, social and religious context of the time.

Our curriculum has been designed so that, when looking at the history of Britain through the ages, we are able to apply this to a local context; thus enabling our children to understand our local area and the significant individuals and events that have helped shape Birmingham. In Year 2, through their 'powerful voices' unit, the children learn about George Cadbury and how, through the Cadbury business, he was able to make significant improvements in working conditions and housing for the local area. In Year 5, they learn about the Industrial Revolution and the impact that Watt and Boulton's steam engines along with using secondary sources to understand the importance of Abraham Darby and Coal Brookdale during this period. In a similar way, when the children learn about the Victorians in Year 5, they look at Queen Victoria as a monarch, the British Empire during her reign and legal reforms, before using sources to understand the political context affecting the lives of ordinary Victorian people in Britain and in our local area.

By understanding history in a local context, we believe the children will gain a greater understanding of the history of the wider world. When learning about the Early British Empire and the Transatlantic Slave Trade, the children recognise the influence that Britain had on the wider world and, as a consequence, how the wider world has affected Britain. Our children, through learning about the wider world, discover about fascinating ancient civilisations, the expansion and dissolutions of empires, and the achievements and atrocities committed by humankind across the ages.

A fundamental part of the curriculum is the way in which our children's knowledge is retained and assessed. The use of knowledge organisers within each topic provides the children with the key vocabulary and learning points that they will encounter during the topic. These are accessed during each lesson and help form part of their prior learning activities. We believe prior learning and regular reassessment are a core element of our curriculum design as they not only provide the children with the tools to facilitate their knowledge recall, but also the teachers with a mechanism to assess their long term retention of key information.

Our curriculum has been designed so that all children are able to access the rich knowledge taught throughout each year group. We recognise the need to expose our children, particularly those from disadvantaged backgrounds, to an extensive range of high quality vocabulary. Each lesson has therefore been designed to introduce and explain new vocabulary, including the origins of the words, to enhance their vocabulary. Tasks are adapted to ensure everyone is able to demonstrate their understanding during each lesson. Our use of technology throughout the curriculum, ensures that our children have immediate access to resources that will assist them with their learning and understanding.

It is our intention that our curriculum will ignite our children's love for history and prepare them for KS3 and beyond. We want them to understand what it means to be a historian, to be able to ask questions, analyse sources and to begin to use their substantive knowledge to help them develop perspective. Our curriculum will enable them to make the necessary links between units and other subjects to gain a greater understanding of the past. Through their historical journey, we expose them to a wide variety of men, women and children who offer us a rich insight into life at particular times - from Aristotle to Martin Luther King, from Emmeline Pankhurst to Alan Turning. We want them to know that, in the same way that they could be future scientists or geographers, that they could be the historians of the future and that they are living in a time that may be studied by others in years to come.

By the end of Year 6, we want our children to be curious and knowledgeable young people, who hold a deep understanding and appreciation of the disciplines of history. We want them to know the events that have shaped our local area, our nation and the wider world and have the ability to use this knowledge to begin to formulate their own view-points and perspectives on the world we live in today.

Implementation

Our History curriculum is taught using a knowledge based approach using key principles from Rosenshine's approach to learning. The structure of each lesson follows a specific format and delivered through high quality lesson PowerPoints. Each lesson is designed to revisit prior learning, introduce new vocabulary and provide opportunities for discussion; whilst also offering the ability to research and demonstrate the children's understanding of the key concepts taught.

As part of our curriculum design, in KS1 and KS2 our History lessons are taught in unit blocks as we believe this further enhances the children's enthusiasm for the subject and embeds the knowledge rich learning that takes place within each lesson. The children build on the knowledge learnt in EYFS and have more formal History lessons, where they are taught to ... Our teaching staff share their passion for the subject and provide a range of strategies to ensure all of our children, including SEND and those from a disadvantaged background, are able to access the curriculum and achieve their full potential.

Lesson structure

Each lesson PowerPoint features an **overview** of the unit; an essential tool to ensure our teachers understand the content of the History unit and the coverage it provides of the National Curriculum.

Overview

| Lesson Series | National Curriculum Coverage |
|---|--|
| <ol style="list-style-type: none"> 1. The Rise of Islam 2. Baghdad: A City of Peace 3. Baghdad: Building a City 4. Baghdad: A Centre for Learning in the Islamic Golden Age 5. The Mongol attack on Baghdad and the Regional Powers 6. Assessment | <ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad, c. AD 900, Mayan civilisation, c. AD 900, Benin (West Africa), c. AD 1000-1300. |

What you need to know

- Islam is the second largest religion in the world, covering almost one-quarter of the world's population. Islam is the most recently founded of the world religions, originating in Mecca (modern day Saudi Arabia) 600 years ago.
- Muhammad was a prophet and military leader who established Islam.
- During the period after the fall of Rome (476 CE), and before the European Renaissance (beginning around 1450 CE), the Islamic world was the most culturally and intellectually advanced civilisation in Europe and the near east. It kept alive the study of Roman and Greek literature and developed mathematical and scientific principles which we still use today.
- The city of Baghdad was built in 762 CE when Caliph Al-Mansur (Dhul-Nuaym) laid the first brick.
- The trading routes across land and sea created a flow of knowledge, wealth and craftsmanship from China, India and Armenia. According to scholars, the construction of Baghdad took 100,000 workers and over 300,000 bricks. Baghdad was then known as the City of Peace, and many important scholars came from around the world to think, study and talk.
- The period of the Abbasid Caliphate is considered to be the Golden Age of Islamic history. The name Baghdad is of Persian origin and comes from bag, meaning god and did, meaning gifted.
- Baghdad was designed to be a circular city with four gates connecting to routes from the north, south, east and west.
- Baghdad was known as the 'City of Peace'. Baghdad became a hugely significant city by 900 CE.
- Lots of important texts were translated in Baghdad, and by 900 CE it is believed that there were more books in Baghdad than anywhere else in the world.
- In the 'house of wisdom', many texts were translated, and people came to learn and read in the libraries.
- In 1258, the Mongols, led by Hulagu Khan, invaded Baghdad and destroyed much of the city. It is believed that many of the books were thrown into the river, making the River Tigris run black with ink.

Knowledge organisers are referred to regularly throughout the unit and provide the children with a constant resource that they can refer back to during their lessons and at home.

Year 5 History: Baghdad 900CE

| | |
|------------------------|---|
| Scholarship | The act of academic study at a high level |
| Civilisation | A civilisation is a nation or group of people, that share a common culture, experience, laws, a common economy, and typically a common faith or religion |
| 'City of Peace' | Baghdad in 900 CE was referred to as the 'City of Peace' |
| House of Wisdom | The House of Wisdom was a place in Baghdad where texts were translated and where people came to learn and read. It is remembered as one of the world's greatest libraries |
| Mongols | The Mongols (originally from Mongolia) were a tribe of nomads who rode on horseback across central and northern Asia |

Caliph Al-Mansur
A prophet and military leader who established Islam

Muhammad
A prophet and military leader who established Islam

Al-Farabi
An intellectual scholar who translated Baghdad in 900 CE

Hulagu Khan
A Mongol military leader who invaded Baghdad in 1258 and destroyed the city

The knowledge organiser provides key vocabulary, the definitions along with any other important information that is essential for the unit being taught. These are adapted as a universal resource to enable all children to access the information.

Year 5 History: French Revolution

| | | | |
|------------|-------------------|----------|--------|
| revolution | absolute monarchy | republic | clergy |
| nobles | debt | exile | allied |

The **lesson plan** provides an outline to the structure of the lesson, the objective for the lesson along with specific knowledge goals and vocabulary. As all our lessons teach high quality, knowledge rich information to the children, specific teacher knowledge is also included to assist the teaching of the lessons.

Lesson 2: Baghdad: The City of Peace

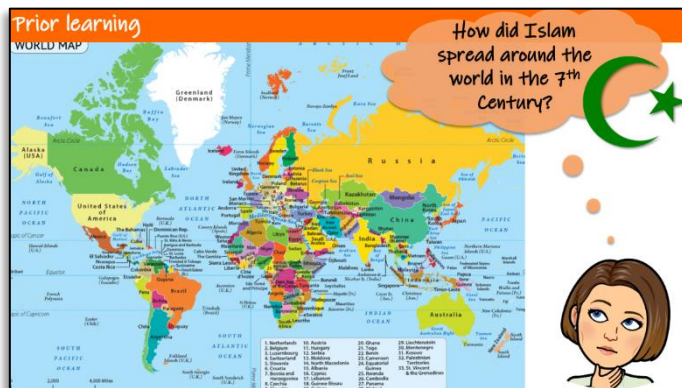
Teacher Knowledge

The construction of Baghdad began in 762 CE when Caliph Al-Mansur laid the first brick. The caliphs (pronounced kal-fee) were the chief civil and religious leaders who were regarded as the successors of Muhammad. Caliph Al-Mansur was the leader of the Abbasid Caliphate, a dynasty (link to Stuart Dynasty from Year 4) that ruled from 750 CE to 1258 CE. Al-Mansur selected the location of Baghdad as it was close to the Tigris River and was a crossing point for many trade routes. The ground to the Tigris river also created fertile land around the city, which was required for farming. Baghdad was designed to be a circular city with four gates connecting to routes from the north, south, east and west. The trading routes across land and sea created a flow of knowledge, wealth and craftsmanship from China, India and Armenia. According to scholars, the construction of Baghdad took 100,000 workers and over 300,000 bricks. Baghdad was then known as the City of Peace, and many important scholars came from around the world to think, study and talk. The period of the Abbasid Caliphate is considered to be the Golden Age of Islamic history. The name Baghdad is of Persian origin and comes from bag, meaning god and did, meaning gifted.

| Knowledge Objectives | Lesson Detail | Vocabulary |
|--|---|---|
| To know that Baghdad is a city that was built near the Tigris River by Caliph Al-Mansur. | Prior Learning Assessment: Recap how Islam spread around the world during the 7 th century. Vocabulary: Introduce the word Caliph (kal-fee) and explain that the Caliphs were leaders who were thought to be the successors of Muhammad. Explain that a Caliph led an area, called a Caliphate. Orally rehearse 'Caliph Al-Mansur'. | Caliph Caliphate Tigris River trade routes |
| Knowledge Goals Caliph Al-Mansur began the construction of Baghdad in 762 CE. Baghdad was built in this location because lots of people would travel through that land. People came to Baghdad to buy and sell things and also to study. | Tasks: Explain that after Muhammad's death, religious leaders, called Caliphs ruled. Caliph Al-Mansur was the leader of the Abbasid Caliphate and set off a family struggle when he died in the Middle East for a long time. Al-Mansur wanted to build a city and chose to build Baghdad in a location that was near the Tigris River and also where many trade routes crossed. Look at the location of Baghdad on a map and talk about where traders might have come from. Why was it important to build Baghdad near the Tigris River? This city includes some trade routes as does Big one. Al-Mansur liked the location and is thought to have said, "This is indeed the city that I am to found, where I am to live, and where my descendants will reign forever." Explain that the city became the capital of an empire (the Abbasid Caliphate) so many people wanted to visit. The best part of Baghdad, built by Al-Mansur, was called 'The City of Peace (Salam)'. All the Abbasid Caliphs that came after were designed to be a more stable. At the centre of the circle was a mosque, over government buildings, hotels and shops, outside from the centre along streets. Unfortunately, none of the original city has survived, but historians know about it from books and documents that have survived. Further Talk Task: Why did Caliph Al-Mansur build Baghdad? Task: Option task A: Write a letter from one scholar in Baghdad to another elsewhere in the world, explaining why Baghdad is such an exciting city to study. Option task B: Write a speech for Caliph Al-Mansur explaining his dreams for the city and what he wants it to be like. Option C: Explain how and why Baghdad was built. Step for Depth: Why is having a capital city important for an empire? Further ready Primary: Why do you think Baghdad was then named Madinat as-Salam (City of Peace)? | City of Peace Dynasty |

Suggested Resources
<https://www.theguardian.com/education/2016/may/13/ibbc-cities-day-3-baghdad-a-peaceful-destination>
This is a short video introducing the city of Baghdad.

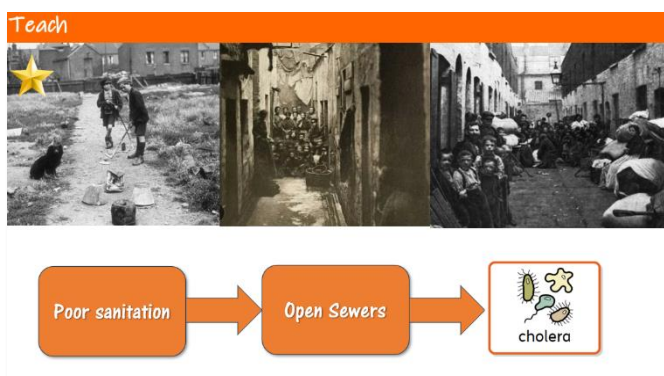
Prior learning is a fundamental part of our curriculum and enables the children to revisit learning from previous units taught in earlier year groups or in lessons prior to the current lesson. This is assessed through a range of activities including big questions and retrieval games; all of which are designed to quickly assess the children's understanding of a previous concept.



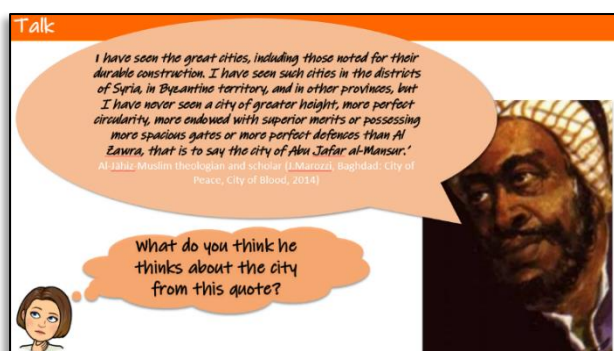
Key vocabulary is introduced each lesson. The vocabulary is referred to as a 'star' word and the children are taught the definition and, where appropriate, the origin of the word. The vocabulary chosen, is an important part of the lesson and the children will recognise it through the use of the star during the lesson. The children are encouraged to explain the word and the meaning as part of the lesson and this further enhances and develops their vocabulary and understanding.



Our **lessons** provide high quality images and key facts to engage the children throughout the lesson. We pride ourselves that we do not overload our slides with text as we believe it is important that our teachers deliver the knowledge in an engaging and exciting way. Where appropriate, we enhance the children's experience through the use of VR headsets; providing the children with an opportunity to discover history and historical artefacts in an interactive and stimulating way.




Before each task, the children are given the chance to **talk** to their partner and questions are posed that not only consolidate their learning from the lesson but also prepare them for the task ahead. We believe this is a fundamental part of the lesson as it provides an opportunity to address any misconceptions that children may have whilst



also enabling them to discuss the key concepts in a child-friendly way.

Each lesson includes a **task** that has been specifically designed to assess the children's understanding. These tasks cover a broad range of historical skills using a range of sources to demonstrate their understanding. Our children are encouraged to challenge their learning further through a 'step for depth' task. These tasks provide our children with the opportunity to think deeper about what they have learnt in the lesson and apply their understanding in a different way.

Date: ...
L.O. Victorian Cities: Life in the Slums

 Knowledge goals

- I know the industrial revolution caused cities to grow rapidly. This was called urbanisation.
- I know urbanisation was due to factories and industrial work concentrating workers in large urban areas
- I know large cities experienced many problems, such as the spread of disease and overcrowding in poor slums.

Task: Explanation

What problems did urbanisation cause for Victorian cities during the Industrial Revolution?
Include what urbanisation is, why it occurred and the issues that it caused for the slums.

Step for Depth

What could have been done to improve Victorian cities?

Adapted tasks are provided in each lesson to enable all our children to achieve the knowledge goals. The tasks enable the children to orally record their responses; to orally record and then write their responses, interactive tasks along with the use of sentence starters to scaffold their work. Many of the adapted tasks are recorded in Seesaw and the knowledge goals are assessed once they have been

completed. Pictorial representations form an integral part of these adapted tasks to support their children and allow them to demonstrate their understanding.

Lesson 2 Adapted Task

What problems did urbanisation cause for Victorian cities during the Industrial Revolution?
Use the sentence starters and the word bank to help explain your answer.

Urbanisation is


During the Industrial Revolution, this meant


Urbanisation caused problems during the Victorian times because


At the end of each lesson, a **final question** or thought is posed to the children. This provides a final opportunity to assess the children's understanding through a class discussion.

Assessment is a vital part of our curriculum. Through a clear progression of skills and the emphasis on prior learning throughout the curriculum, our children and staff are able to pre-empt or address any misconceptions that may have occurred in previous year groups. We recognise that continual assessment throughout a unit is essential and is far more effective than a simple test at the end. At the end of each unit, the children complete our children a longer assessment task, which enables

And finally...

 Why do circles play an important role in Islamic Architecture?





them to demonstrate their understanding through 'big questions' and extended writing tasks. In addition to this, the children complete a multiple choice quiz, designed to assess their understanding from the lessons. These quizzes are then reassessed throughout the year, along with other retrieval activities through timetabled retrieval practise sessions and homework. We believe this is a fundamental part of our curriculum to ensure our children are able to retain the information taught and build on them as they move through the school. Teachers use these extended tasks and retrieval practises, along with their formative assessment throughout the lessons, to assess the children's understanding against the National Curriculum requirements.

Our History curriculum enables the children to recognise the links made with other subjects. Topics are further explored through reading activities in English; links are made within Geography lessons, through discoveries made in countries across the world; through Science, where the work of key scientists and the discoveries they have made in the past explored further and through Art, where topics are revised later in the year to consolidate and further enhance the historical units already taught.

Through our History curriculum, our children are given a range of enrichment opportunities to enhance their learning including carefully planned trips that help the children make the connections between historical events and our local history. The British Values are interwoven through the curriculum to ensure they understand about law, democracy and individual liberty and we celebrate significant events through special weeks organised by the Lighthouse Group as part of our school calendar.

Impact

Our carefully planned curriculum results in a knowledge rich education that enthuses our children and provides them with the opportunity to take part in fun, engaging lessons that are aspirational and enable them to continuously develop their historical understanding.

Through our lessons, the tasks we provide and the continual reassessment of their learning, we are confident that all our children are able to build upon previous learning and extend their historical knowledge as they move through each year group. Prior learning tasks at the beginning of each lesson ensure that our teaching staff are able to address any misconceptions prior to introducing a new topic and during the topic. Teachers use this information to adapt future planning to ensure that repeated misconceptions do not occur with other year groups.

Understanding our pupils learning habits is an essential part of ensuring maximum impact for their learning. Pupil voice provides the children with the opportunity to share their ideas and celebrate what they have enjoyed in the lessons.

We want our children to recognise the importance of History and how it has shaped our past both personally, locally, nationally and globally, we want them to be able to articulate their appreciation and understanding confidently and eloquently. As a result of our knowledge rich History curriculum, once our children leave our school for secondary education, we are confident they leave with a strong foundation for understanding how key events and individuals have shaped the world we live in today and recognise when History is being made and how they are a fundamental part of this.