

History Curriculum Overview



Content

- Our 'Built for Blackrod' Curriculum
- History Intent
- Curriculum Processes
- Subject Longterm plan
- History Progression
- Subject Overview and NCCoverage
- History Knowledge Blocks
- Example Knowledge Builders
- Assessment and Endpoints
- Sticky Learning in History
- Cultural Capital Offer
- EYFS curriculum
- Local History



Our Curriculum

Built for...



Values

B L A C K R O D
Bravery Learning Aspiration Citizenship Kindness Respect Optimism Determination

At Blackrod Primary School we provide an ambitious, broad and balanced curriculum that is designed to meet the needs of all children. Our curriculum provides our children with meaningful experiences and opportunities with the knowledge and skills they need for life beyond Blackrod Primary School.

Our curriculum is organised and sequenced in a way that ensures the end points the children are working towards are clear. Our children acquire the knowledge and skills they need to accomplish the end points by building on what they have already learned.

Through our '*Built for Blackrod*' curriculum we are driven to create a positive school culture where diversity and equality is at the core. Social, Moral, Spiritual and Cultural development opportunities are woven throughout the curriculum and assemblies which incorporate the Rights of a Child, Fundamental British Values, Safety and the Equality Act 2010.

Our ambition is to develop the 'whole child', nurturing children's talents and celebrating their achievements and successes. Our values alongside our vision of 'A joy in learning and life' underpin all that we do at Blackrod Primary School.

Curriculum Intent

History Intent



Through our history curriculum we aim to our children to be curious and creative thinkers who develop a complex knowledge **of local and national history** and the history of the wider world. We want our children to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence to become **young Historians**.

We aim to build an awareness of **significant events** and **individuals in global**, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the **diversity of societies** and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop **empathy** for others while providing an opportunity to learn from **mankind's past mistakes**.

Our aim is to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a **chronologically-secure** knowledge of History. We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own **historical enquiries**.

In order to prepare our children for their future learning in History, our scheme introduces them to key **substantive concepts** including **power, invasion, settlement** and **migration, empire, civilisation, religion, trade, achievements of humankind, society** and **culture**.

Our history curriculum enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the **National Curriculum**. For **EYFS**, the activities allow pupils to work towards the Understanding the world Development matters statements and Early learning goals, while also covering **foundational knowledge** that will support them in their further history learning in Key stage 1.

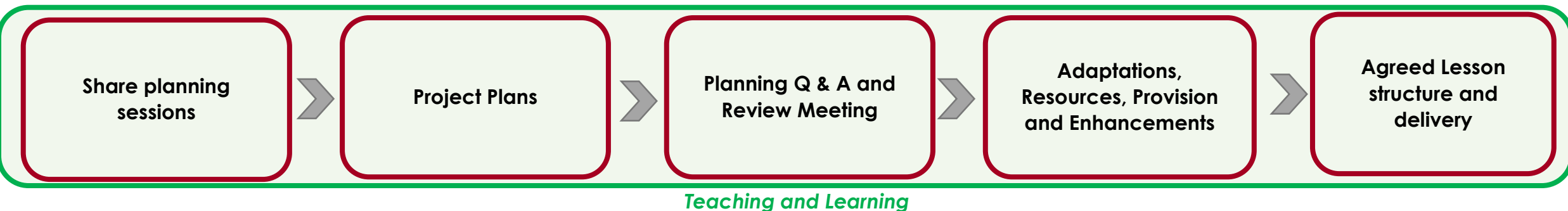
Curriculum Design Processes



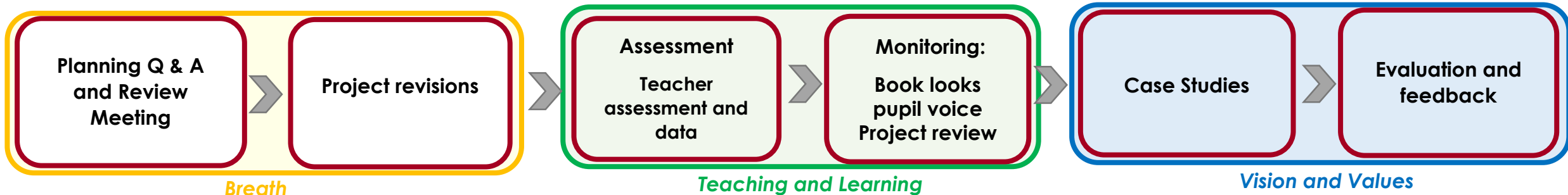
INTENT



IMPLEMENTATION



IMPACT



History Subject Journey

Long Term Plan Overview

		Autumn	Spring	Summer
EYFS		Peek into the past Can you guess who? Past and present My life timeline Toy box Spot the difference		Adventures through time Family tree My achievements Treasure box Picture detectives Transport through time
KS1	A	How am I making history?	How have toys changed?	How did we learn to fly?
	B	What is history?	How was school different in the past?	What is a monarch?
LKS2	A	What did the ancient Egyptians believe?	How did the achievements of the Maya civilisation influence their society and beyond?	How hard was it to invade & settle in Britain?
	B	How have children's lives changed?	Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	Why did the Romans settle in Britain?
UKS2	A	Were the Vikings traders, raiders or something else?	What did the Greeks ever do for us?	What was the impact of WW2 on British people?
	B	What does the census tell us about our local area?	What was life like in Tudor England?	Who should go on the banknote?

Progression of Knowledge and Skills

Progression of knowledge

Substantive (abstract) concepts

Sub-strand	Lower key stage 2	Upper key stage 2
Power (monarchy, government and empire)	<p>To understand the development of groups, kingdom and monarchy in Britain.</p> <p>To know who became the first ruler of the whole of England.</p> <p>To understand the expansion of empires and how they were controlled across a large empire.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>To understand some reasons why empires fall/collapse.</p>	<p>To understand how the monarchy exercised absolute power.</p> <p>To understand the process of democracy and parliament in Britain.</p> <p>To understand that different empires have different reasons for their expansion.</p> <p>To understand that there are changes in the nature of society.</p> <p>To know that there are different reasons for the decline of different empires.</p>
Invasion, settlement and migration	<p>To know that there were different reasons for invading Britain.</p> <p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that there are different reasons for migration.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain.</p> <p>To know that settlements changed over time.</p>	<p>To understand there are increasingly complex reasons for migrants coming to Britain.</p> <p>To understand that migrants come from different parts of the world.</p> <p>To know about the diverse experiences of the different groups coming to Britain over time.</p>



Adobe Acrobat
Document

Progression of Knowledge
and Skills Document

Progression of Knowledge and Skills

Substantive concepts are key concepts, such as 'empire', 'monarchy', or 'invasion and settlement', which children learn about during their study of primary History. Substantive concepts are fundamental elements of children's historical knowledge, however they are abstract and therefore children may find them challenging to understand.

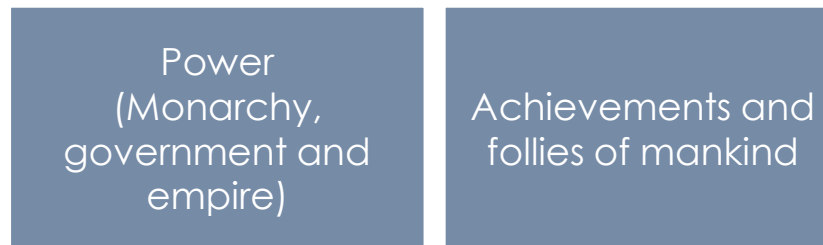
The 2021 Ofsted research review into history states that, to be able to use them confidently, children need to have a secure knowledge of substantive concepts in different contexts.





History Knowledge Blocks

EYFS and KS1



KS2



An effective **Knowledge Builders** organises information into **Knowledge Blocks** that help children to understand where the new information sits in relation to previously learned knowledge.

Knowledge Blocks (substantive knowledge) refer to the knowledge of the past: people, events, ideas and so on. This is regularly taught within history with children learning about the key events and people of a variety of historical periods.

Progression of Knowledge and Skills

An understanding of the key **disciplinary concepts** which underpin the study of history supports the children in broadening their skills, knowledge and understanding

Change and continuity

Children identify and explain change and continuity across periods of history, focusing on chronology. They refer to the timeline throughout each unit, looking at sequencing, intervals between events and the duration of each key event

Similarities and differences

Children identify similarities and differences across periods of time. They will explain similarities and differences between social, cultural, religious and ethnic diversity in Britain across time periods and suggest reasons for these.

Cause and consequence

Looking into the reasons for, and results of, historical events and analysing these, children develop an understanding of cause and consequence. Children explain the reasons for and results of historical events, situations and changes.

Historical significance

Considering what makes events and people significant in their historical context and the present day, children compare significant people and events across different time periods and explain the significance of these.

Sources of evidence

Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use.

Historical interpretations

Children will study how historians interpret the past and why events, people and changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability and quality.

National Curriculum Coverage

National Curriculum across Kapow Primary's units - Year 1/2 Cycle A

National curriculum History subject content Pupils should be taught about:	How am I making history?	How have toys changed?	How did we learn to fly?
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	✓	✓	✓
Events beyond living memory that are significant nationally or globally			✓
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods			✓
Significant historical events, people and places in their own locality.	✓		
National curriculum History aims The national curriculum for history aims to ensure that all pupils:	How am I making history?	How have toys changed?	How did we learn to fly?
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			✓
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	✓	✓	✓



Adobe Acrobat
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Whole school
National Curriculum
Coverage Document

BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDER



We are Historians: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?

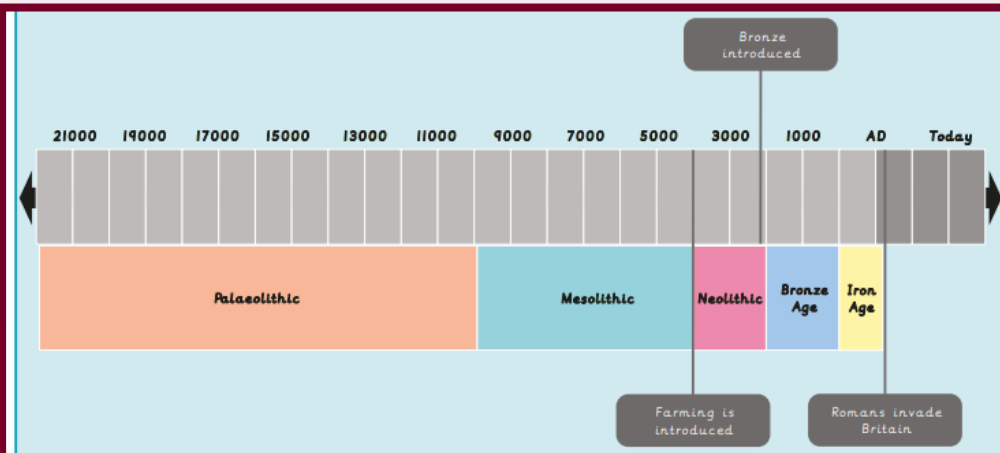
Enquiry Questions

1. How long ago did prehistoric man live?
2. What does Skara Brae tell us about life in the Stone Age?
3. Who was the Amesbury Archer?
4. How did bronze change life in the Stone Age?
5. How did trade change the Iron Age?
6. What changed between the Stone Age and the Iron Age?

Skara Brae:

In the Neolithic period people started to live together as communities. One example of this is Skara Brae. Skara Brae was built in the Orkney Islands, Scotland from 3200 BC which is during the Neolithic period. No trees grew there so stone was used to build houses instead of wood.

The artefacts discovered at this site teach us how they built their homes, the work they did, the food they ate and much, much more!



Prehistoric Man:

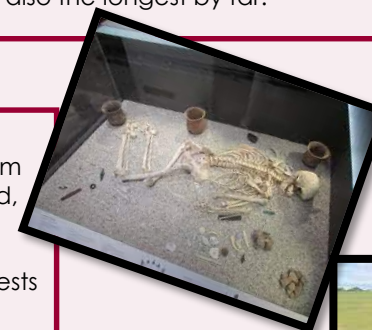
The prehistoric period is the time **before written record**. Mankind who lived within this period would be known as prehistoric man. Some research suggests the earliest known humans arrived in these lands **around 900,000 years ago and other stretch back to 2.5 million years ago**. Prehistory stretches from then until the Roman invasion in AD 43. It's the period of human history we know the least about, but it's also the longest by far.



The Amesbury Archer:

The grave of a Bronze Age man was discovered in Amesbury, just two miles from Stonehenge. He was buried with around 100 objects! When the man was found, he was nicknamed 'the Amesbury Archer' because he was buried with arrowheads and wrist-guards used by archers.

Now it is thought, that he probably spent most of his time working with metal. Tests on his skeleton show that he lived in 2300BC and grew up in mainland Europe then travelled to England as an adult.



archaeologist	A person who learns about the past by recovering buildings, graves and other objects that belonged to people from the past.
AD	Used to show dates after the birth of Jesus, for example, 2022 AD.
BC	A way of dating years before Jesus was born.
bartering	Trading by exchanging one item for another item without the use of money.
hunter gatherer	A group of people who move around hunting or collecting food.
settlement	A place where people live together in buildings as a community.
trade	Buying or selling objects that are made or grown such as copper, tin, bronze, olive oil and wine.
tribe	A group of people that lived together in a hill fort who share the same language and ideas usually led by a chief or king.

How did trade change the Iron Age:

Before the Iron age, people traded items by exchanging them as they did not have coins so they would exchange or barter for other goods.

As British traders began to travel further afield to export gold, iron, cattle, hunting dogs, animals and slaves, traders from Europe imported olive oil, wine, glassware, ivory and gems.

The first coins were made around 600 BC and people used their coins to pay for goods

Life after Bronze:

The Bronze Age brought great changes to the world. The tools and weapons of the day were easier to use, stronger and lasted longer. This change allowed for a population increase since farming and hunting became more efficient and could support more people.



Stone Age to Iron Age changes:

In the Stone Age, homes were a simple straw and wood structure which could be easily taken apart if needed and people lived in small tribes. These people had to hunt and gather their food daily and used everything they had so it is believed they did not trade.

By the Iron Age, people were living in round houses in larger groups run by a chief or king. They now used farming and trading practices for any extra crops, meats and so on and were able to import and export to and from Europe and as such had lots of goods which lead to wealth of lands and objects.

BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDER



We are Historians: The Tudors

Enquiry Questions

1. What was Henry VIII really like?
2. Why was Anne Boleyn killed?
3. Why did Henry VIII have so many wives?
4. What was a Royal Progress?
5. What was a Royal Progress like?
6. What can inventories tell us about life in Tudor times?

Q4 – The daughter of Henry VIII and Anne Boleyn, Elizabeth I ruled from 1558 to 1603. She used portraits, coin propaganda and royal progresses to show her power and authority as Queen. She visited many towns and villages across the country. These tours were called Royal Progresses and took place during the summer months. In August 1575, Elizabeth visited Worcester on a Royal Progress, where she stayed for four nights.

Q5 – Elizabeth I travelled in a litter. Elizabeth I used royal progresses to allow as many people as possible to see her. The litter was visible as it was open on both sides. She often used this during her Royal Progress.

During these Progresses, the city was prepared and thoroughly cleaned, houses were painted, lanterns and torches were hung out, houses were decorated in different colours, streamers decorated the city and people lined the streets in excitement to see the monarch.



Q1 – Henry VIII was England's most famous Tudor Monarch, he was the King of England from 1509 to 1547. He used portraits of himself to portray himself as a powerful king. There are 2 different opinions on Henry VIII. Some historians see him as a **tyrant** who was cruel and ordered death of his wives. Others think he was a good ruler who was fair and improved the lives of people.



Q3 – In Tudor times, people wanted sons to carry on the family name; marriage meant that wealth, lands and power were exchanged between families; marriage allowed alliances between families to be confirmed; marriage passed responsibility for a woman from her father to her husband. Henry VII had six wives as he wanted a male **heir**. Jane Seymour was the wife who gave Henry VIII a son.

1. Catherine of Aragon (divorced)	2. Anne Boleyn (beheaded)	3. Jane Seymour (died)	4. Anne of Cleves (divorced)	5. Catherine Howard (beheaded)	6. Katherine Parr (survived)

Q6 – Tudor inventories inform us about what items and what rooms were inside people's homes. They allow us to see how people lived their lives, how much money people had, what people had in their houses. This gives us an insight into how they lived and how wealthy they were.

Key Vocabulary	Definition
Authority	A person or ruler's power to give order and make decisions for the country
Evidence	The information that historians extract from sources
Heir	A person who inherits money, property or a title after a family member dies
Inventory	A list of all the items belonging to a person who died in Tudor times
Portrait	A painting or drawing of a person's face and expression
Primary Source	An original document from the period being studied that has not been changed in any way
Progress	A monarch's tour of the kingdom, accompanied by his or her court
Propaganda	Information given out that may not be accurate but is intended to make people believe something or to hold a particular view
Secondary Source	A document or record that was not written at the time of the event studied
Tyrant	A person or ruler who uses their authority cruelly

Q2 – Anne Boleyn was the second wife of Henry VIII and the mother of Elizabeth I. She was strongly Protestant and tried to influence Henry VIII to change his religious views. Anne Boleyn was arrested, taken to the Tower of London as a prisoner and then executed because she did not give birth to a son.



Henry VII

1485 - 1509



Henry VIII

1509 - 1547



Edward VI

1547 - 1553



Lady Jane Grey

9 days!



Mary I

1553 - 1558



Elizabeth I

1558 - 1603

Henry VII – the first Tudor king to reign over England after defeating Richard III in the Battle of Bosworth Field

Henry VIII – Became King at 17. He was famous for his furious temper!

Edward VI – Henry VIII's son. He was King for just a few years from age 9 – 15 but he was considered to young to exercise power as the king

Lady Jane Grey – After Edward VI died, Jane, Henry VIII's daughter, nicknamed 'Bloody Mary' became the Queen for just nine days before Mary I (the rightful heir to the throne) imprisoned her. After burning people at the stake if they didn't agree to the religious changes she made to the country.

Elizabeth I – Daughter of Henry VIII. She led the English navy to defeat the Spanish Armada. She never had any children so when she died, the Tudor era ended

BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDER



We are Historians: Who should go on the £10 Banknote

Enquiry Questions

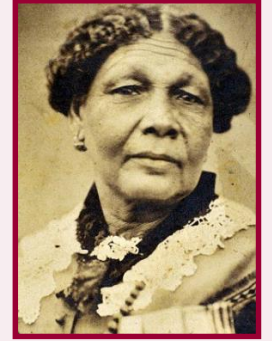
- 1) Who features on banknotes and why?
- 2) Who was the most significant monarch?
- 3) How do we decide if someone is historically significant?
- 4) Why was Mary Seacole significant?
- 5) Who will be the face of the new £10 banknote?

Q1) During the Queen's reign Elizabeth II appeared on the front of all British Banknotes. On the reverse side the faces of significant historical figures appeared. We will look at the features of bank notes and see who is featured on them currently. We will learn about: Prime Minister **Winston Churchill**; Scientist, **Alan Turing**; artist, **JMW Turner** and author, **Jane Austen**.



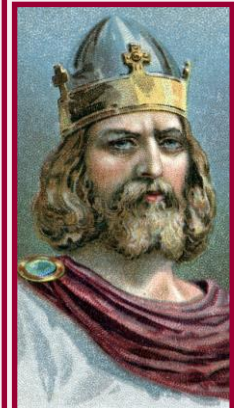
Q 3 and 4) Historians make good inferences from the evidence available to them to judge how significant someone's contribution to history is.

We will research **Betty Boothroyd**, **Ellen Wilkinson** and **Mary Seacole** to discover what Significant role they have played in British History.



Q5) You will be able to use your historians skills to have your say on who should appear on the future banknotes.

Choose from the longlist of candidates one person that you would nominate to feature on the next £50 banknote.



Q2) Who was the most significant monarch? Historians can use the 5R's to check a persons significance:
Remarkable: the person was reported on at the time and later on.
Remembered: the person or event was important to the memory of a group of people.
Resonant: the person connected with experiences, beliefs or attitudes across time and place.
Resulted: the person's actions or events resulted in change that had consequences for the future.
Revealed: the person or event reveals aspects of the past.
 We will learn how significant **Elizabeth I** and **Alfred the Great** were.



Key Vocabulary	Definition
Adversity	Hard times or challenges that someone faces.
Contribution	Something you give or do to help a group or cause.
Legacy	What people remember about you after you're gone, or what you leave behind.
Significance	The importance or meaning of something.
Stereotype	An unfair and often untrue idea about what all people or things in a group are like.
Primary Source	Original materials or evidence from the time an event happened, like letters, photos, or interviews.
Evidence	Facts or information that show whether something is true
Remarkable	Something very special or amazing that stands out.
Resonant	Something that makes you feel a strong emotion or think deeply.
Remembered	Not forgotten; something or someone kept in people's memories.

History Sticky Learning

Intent

Cyclical: Children return to the same disciplinary and substantive concepts during their time in school

Prior Knowledge: Upon returning to each concept, prior knowledge is utilised so children can build on previous foundations, rather than starting again

Increasing depth: Each time a concept is revisited, it is covered with greater complexity.

Endpoints: end points the children are working towards are clear.

Implementation

Knowledge Builders: these provide a children friendly overview of key knowledge, skills and vocabulary.

Lesson Structure and Delivery: Lessons are structured using retrieval practice, dual coding and using small steps to allow children to access the historical enquiry cycle: Question – Investigate – Interpret - Evaluate and Conclude - Communicate

Impact

Formative assessment
Lesson contains the '[Assessing progress and understanding](#)' overview which helps teachers to identify those children who are secure in their learning or working at a greater depth in each lesson. Teachers make a judgement at the end of each project when the children complete composite piece such as a quiz or fact file.

Review Days – half termly. Ignite prior knowledge and revisit areas of development. End of project composite and endpoints support the delivery.

Summative assessment
Children have end of term, year group endpoint assessments to support teacher project judgement across the year.



Assessment in History

Project Outcomes:

Children who are secure will be able to:

- Explain where the Vikings came from and why they invaded Britain.
- Sequence events according to their significance for groups of people.
- Find evidence and make inferences from sources.
- Name Viking trade routes.
- Explain why trade routes were important to the Vikings.
- Identify the differences between Viking sagas.
- Evaluate the impact of Viking achievements.

When and why did the Vikings come to Britain?

- ↓ To explain when and why the Vikings came to Britain.
- ↓ Identifying the reasons Vikings migrated to Britain; sequencing key events of the time period on a scaled timeline; sorting events according to their significance to different groups of people.
- ↓ Explaining why some events were more significant than others; recognising that the Vikings travelled to and lived in many areas; conducting their own research to suggest reasons why the Vikings migrated to countries other than Britain.

Were the Vikings raiders, traders or something else?

- ↓ To evaluate Viking stereotypes using sources.
- ↓ Identifying stereotypes about Vikings; making inferences about historical sources; explaining how their knowledge of the Vikings has changed in a conclusion.
- ↓ Identifying the bias of conclusions; suggesting sources of evidence required to create a balanced viewpoint.

Formative assessment

Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those children who are secure.

Summative assessment

Children have end of term, endpoint quizzes and skills catchers to support teacher project judgement across the year.

Assessment in History

Summative assessment

The disciplinary strands are assessed using a Skills catcher at the end of each project. This requires children to draw upon their disciplinary knowledge in order to respond to an outcome task, such as the one shown here. Each disciplinary concept is assessed at least once by the end of Key stage 1 and once by the end of Key stage 2 using historical enquiry skills. Skills catchers provide teachers with a record of summative assessment as evidence of progression from Key stage 1 to Key stage 2.


It is suggested that teachers keep the Skills catchers as children move through Primary school so that History coordinators will have a record of children's learning. Substantive concepts and topic knowledge begin being assessed using an end of unit quiz in Year 2 Spring term and continue to be assessed throughout Key stage 2 units. These units also have formal written assessments available to assess substantive concepts

Year 5 - What was life like in Tudor England?

Extract from an original Tudor inventory:

Item	s (shillings)	d (pence)
A featherbed, a mattress, a bolster, a pillow and a pair of blankets	26	8
Two bedspreads and a bed hanging	15	4
Hangings about the bed	4	0
A cupboard and a wooden chest	6	8
Two cupboards, a bench and a chair	6	8
One small bowl, three saucers, a dish for salt, a painted pot and a silver-plated dish	2	0
A skillet and a candlestick	0	20
Three gowns and a cloak	10	0
Three coats, three jackets, one doublet, three pairs of stockings and three pairs of shoes	26	8
One cap, three hats, three night caps and a satin cloak	10	0
Six shirts, two kerchiefs, three napkins and five pillowcases	15	4
A purse, a girdle, a pair of knives and a sword	2	0
A silver spoon	2	4
A pair of bales	0	8
Bundles of wood	6	8
10 strikes of malt	15	4
A quarter of wheat and a quarter of barley	20	0
Sum of money	9	4

1 What deductions can you make about the person? Give supporting evidence from the inventory.

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Adaptive Teaching and Assessment



Depth of Learning <i>Progress Descriptors</i>	Cognitive Challenge	Predominant teaching method	Types of success criteria	Nature of Progress	Support	Typically children will...
WT	Low level cognitive demand. Involves following instructions.	Modelling Explaining	Instructional (e.g. steps to success)	Acquiring	High	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure and list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
ARE	High level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	Guidance (e.g. remember to include)	Practising	Medium	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
ARE+	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Coaching Mentoring	Learner generated	Deepening understanding	Low	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.

How is the History scheme of work organised?



Substantive knowledge strands

Topic knowledge

Gaining a rich knowledge of the current topic, time period, society or event being studied.

This knowledge is not included on the progression document because it is not always progressive. It is, however, important in widening pupils' Chronological awareness and understanding of **Substantive (abstract) concepts**.

Chronological awareness

Understanding language related to chronology
Building a mental timeline of the chronological order of periods

Developing awareness of general features of periods

Knowing particular dates and events

Substantive (abstract) concepts

Power (monarchy, government and empire)

Invasion, settlement and migration

Civilisation (social and cultural)

Tax and trade

Beliefs

Achievements and follies of mankind

Disciplinary strands

Disciplinary concepts

Change and continuity
Similarities and differences
Cause and consequence
Historical significance
Sources of evidence
Historical interpretations

Historical enquiry

Posing a historical question
Gathering, organising and evaluating evidence
Interpreting findings, analysing and making connections
Evaluating and drawing conclusions
Communicating findings

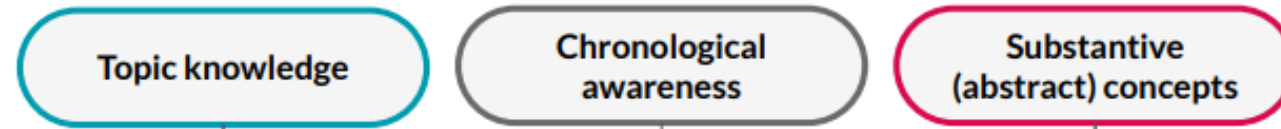
The scheme of work is organised to reflect the fact that 'knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.'

(Ofsted research review series: History, 2021)

How is the History scheme of work organised?



Substantive knowledge strands



Disciplinary strands



Topic knowledge is covered in each of our units, helping children to understand the period being studied, however this knowledge is not necessarily progressive and the need to memorise this knowledge may not extend beyond the topic in question.

Topic knowledge (or 'fingertip knowledge' as it is referred to in the Ofsted research review series: history) does have an important role in history learning however as it enables pupils to develop their Chronological awareness and understanding of Substantive concepts in different contexts.

Cultural Capital History

Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

What is Cultural Capital at Blackrod for History?

By the very nature of History as a subject we look closely at significant figures and events both locally and nationally to explore the impact on the social and economic environment of our local area as well as nationally and internationally.

By giving the children the opportunity to access enhancements such as educational visits, speakers, workshops etc. whilst engaging with the local community and their environment on targeted projects, they are able to develop a stronger sense of identity and become educated citizens who learn from the events, people, ideas they study on targeted projects, they are able to develop a stronger sense of identity and become educated citizens who learn from the events, people, ideas they study.

Cultural Capital History

BPS's History Cultural Capital offer includes:

- A progressive **vocabulary** overview
- History key stage **reading area enhancements**
- History project provision **resources**
- **Significant people** - Individuals who have changed the direction of History are embedded into subject journey
- Termly **projects loans** in classroom provision
- **School trips** –
 - Bolton Museum Archives – Local History
 - Within the local area to develop an understanding of how local and national events have shaped the history of the area and the people who live there.
 - Whole School Project - Act of Remembrance
- **School visitors** –
 - Commonwealth Grave Commission
 - Historic Workshops
 - Community Speakers
- **Enhancement days and assemblies**–
 - Workshops days on a range of Historical eras i.e. Stone Age to Iron Age, Romans, Mayans, Tudors
 - Remembrance Sharing Assembly to look at why we remember and the impact of both Wars on the local community
 - Queen's Platinum Jubilee Celebration



Curriculum Ambassadors



We will work together to ensure that Spiritual, Moral, Social and Cultural development takes place in all subject areas, supporting our subject leaders with things such as learning walks, observations and pupil voices. An Ambassador would also get the opportunity to:

- Write articles for the school newsletter
- Lead an assembly for the whole school
- Award certificates and merits for their subject
- Write a report for the governors
- Planning enhancements and school trips

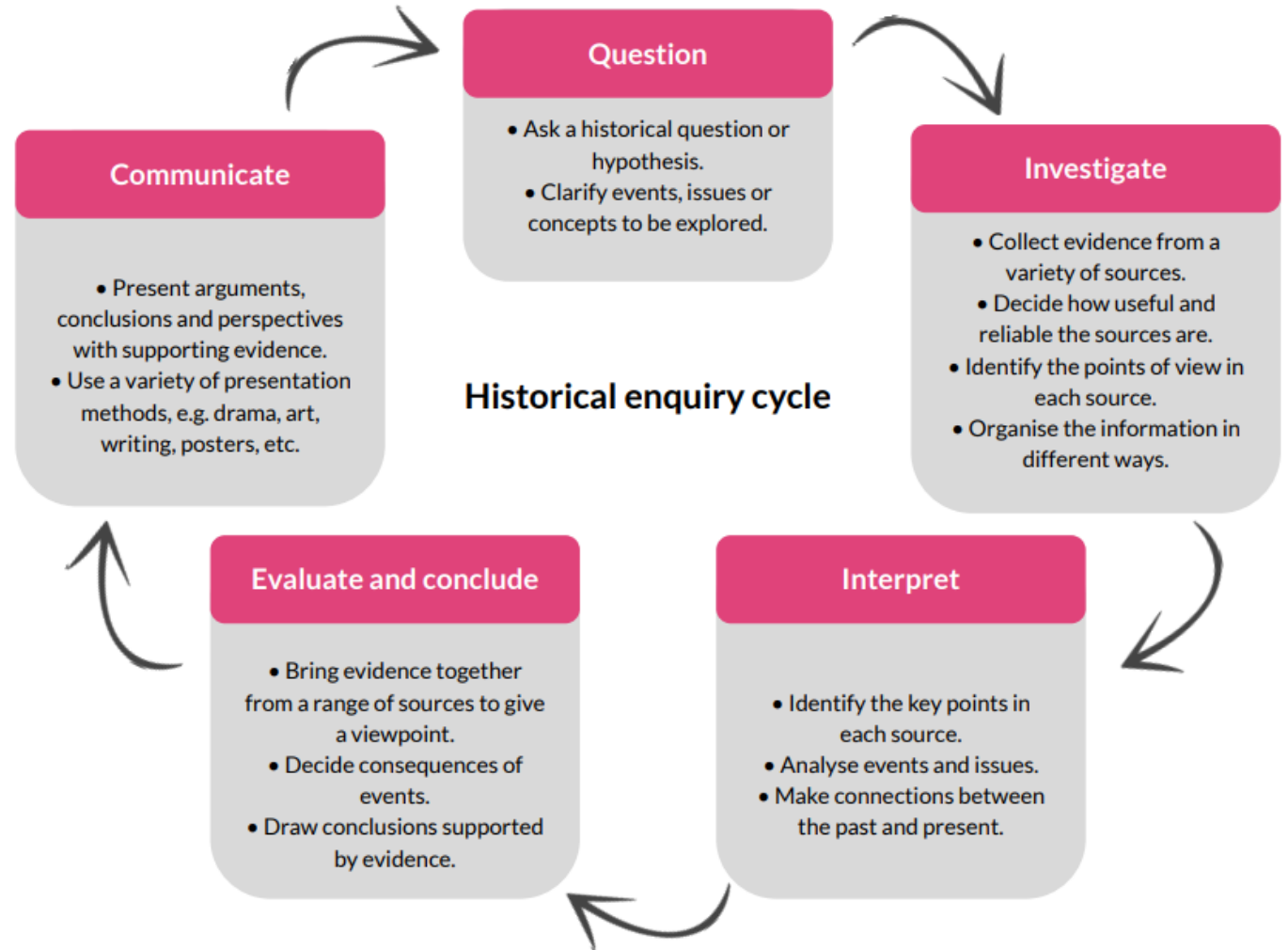


PICASSO - LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Understanding the world	KS1 Concept Transitions	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
	Geography	Where I live and my community ● G/CG3	Different homes and landscapes ● G/CG3	Comparing Places; similarities, differences in contrasting environments ●● G/IPa1	Mapping the world ● G/IP3	Holidays, place and journeys. Name and Locate ●● G/IP6 G/IP7	Map Making e.g. treasure map ● G/CG5
	History	{We are Historians Local History - people and their roles in society ● H/WH2	Remembrance Day ● H/CH1 H/IIP3 H/WH1	Exploring the past through books - Fiction & Non fiction ● H/CH1 H/IIP3 H/UC2	Events in Living Memory ● H/UC2 H/UC3	Who is Mae Jemison? ● H/WH1 H/WH2 H/WH3	Grace Darling ● H/WH1 H/WH2 H/WH3
	RE	Being special: where do we belong? ● Festivals/Events Rosh Hashanah Yom Kippur Sukkot All Saints Day	Why is Christmas special for Christians? ● Festivals/Events Diwali Hanukkah Christmas	Why is the word 'God' so important to Christians? Festivals/Events Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	Why is Easter special to Christians? ● Festivals/Events Holi Palm Sunday Passover Easter Start of Ramadan	What places are special and why? ● Festivals/Events Eid Shavuot	Times/ Stories that are special Festivals/Events Summer Solstice
	Science	Understanding my body – Body Parts ● S/UAH	Understanding my body - Our Senses/Keeping Healthy ● S/UAH S/ULS	Understanding Animals and Habitats ● S/UAH	Understanding Materials – Sorting and Recycling ●● Nature and changing states ● S/IM1 S/IM2	Planting and Growing and a life cycle ● S/ILT3 S/UP4	Let's Explore Space ●● S/UEM

We are Historians

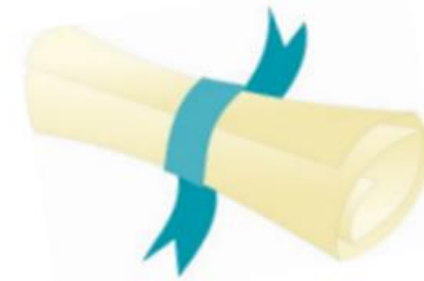
Our aim is to develop historical enquiry skills that allow children to experience the processes historians use to find out about the past.



Built for Blackrod

We enhance the relevance and personalisation of our teaching by using customisable local History units.

They include community-specific maps, records, and photographs. This fosters a stronger connection between our children and their local heritage.



Year 2: How was school different in the past?*



Year 1: How am I making history?*



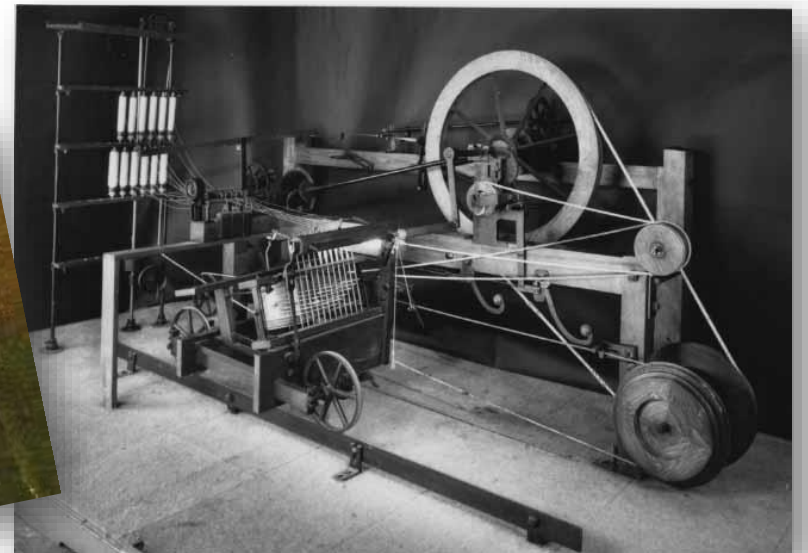
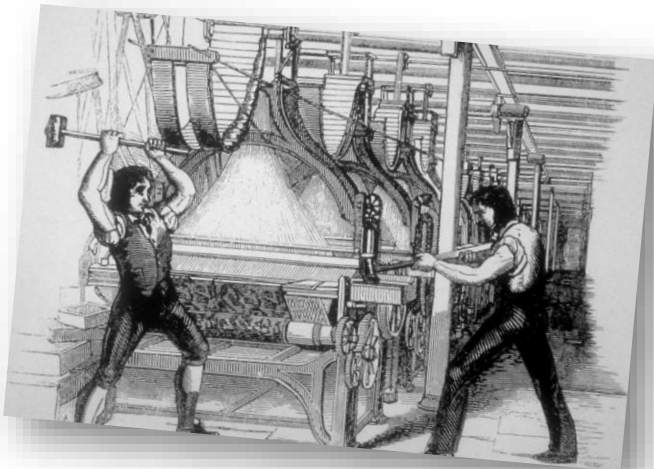
Year 6: What does the census tell us about our local area?*

NAME AND BIRTHDAY		RELATIONSHIP	SEX	AGE	EDUCATION	INDUSTRY OR OCCUPATION	REMARKS
1	William	Head	M	45	None	Labourer	
2	Elizabeth	Wife	F	42	None		
3	John	Son	M	15	None	Labourer	
4	Elizabeth	Daughter	F	12	None		
5	William	Son	M	8	None		
6	Elizabeth	Daughter	F	5	None		
7	John	Son	M	2	None		

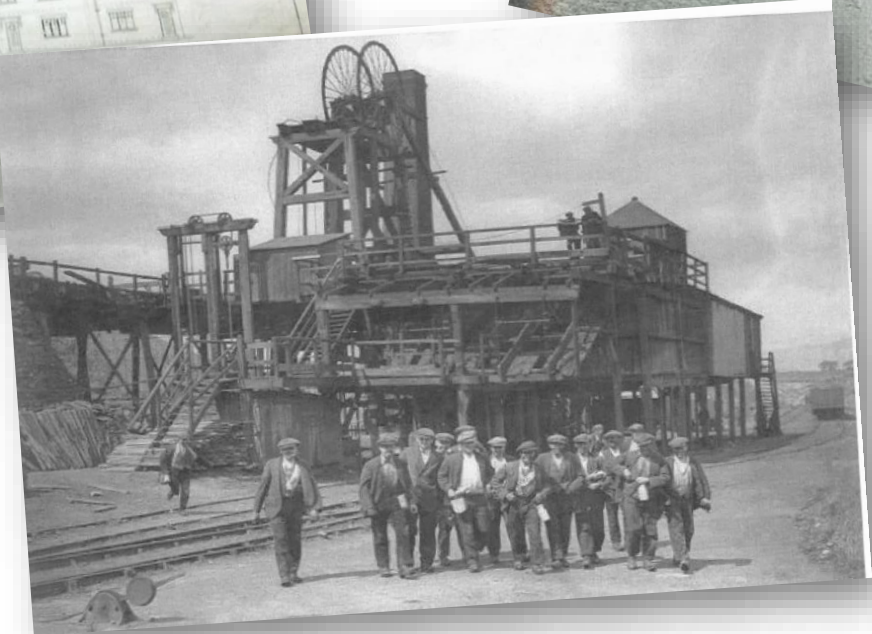
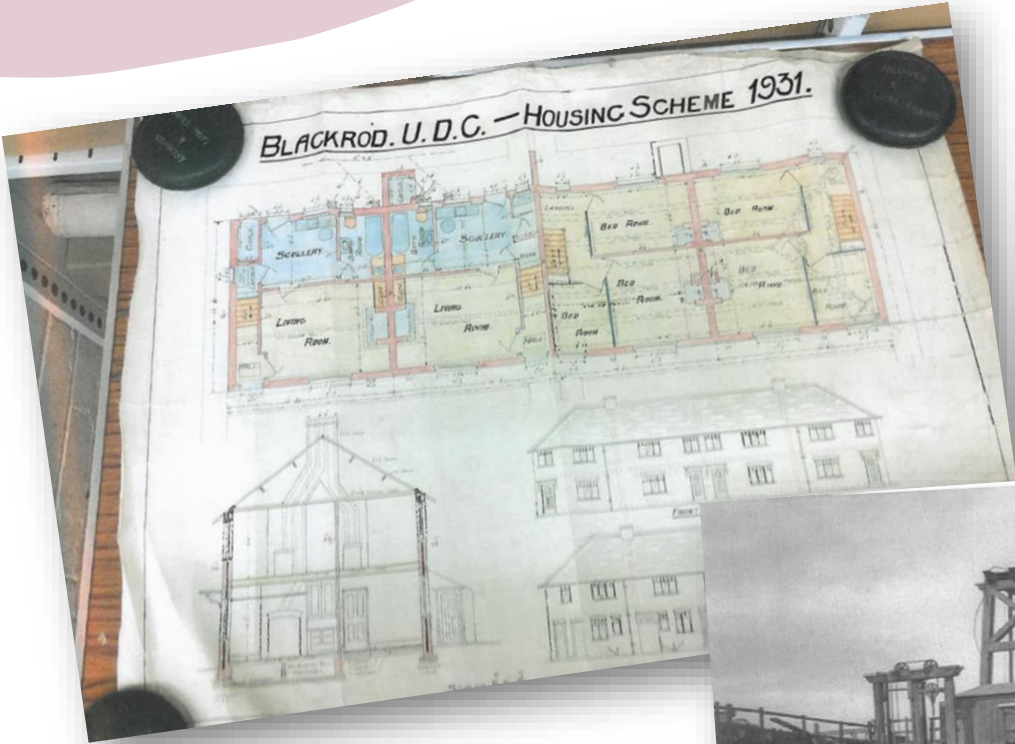
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We also have biannual themed day looking at the impact the Industrial Revolution had on Bolton. This includes:

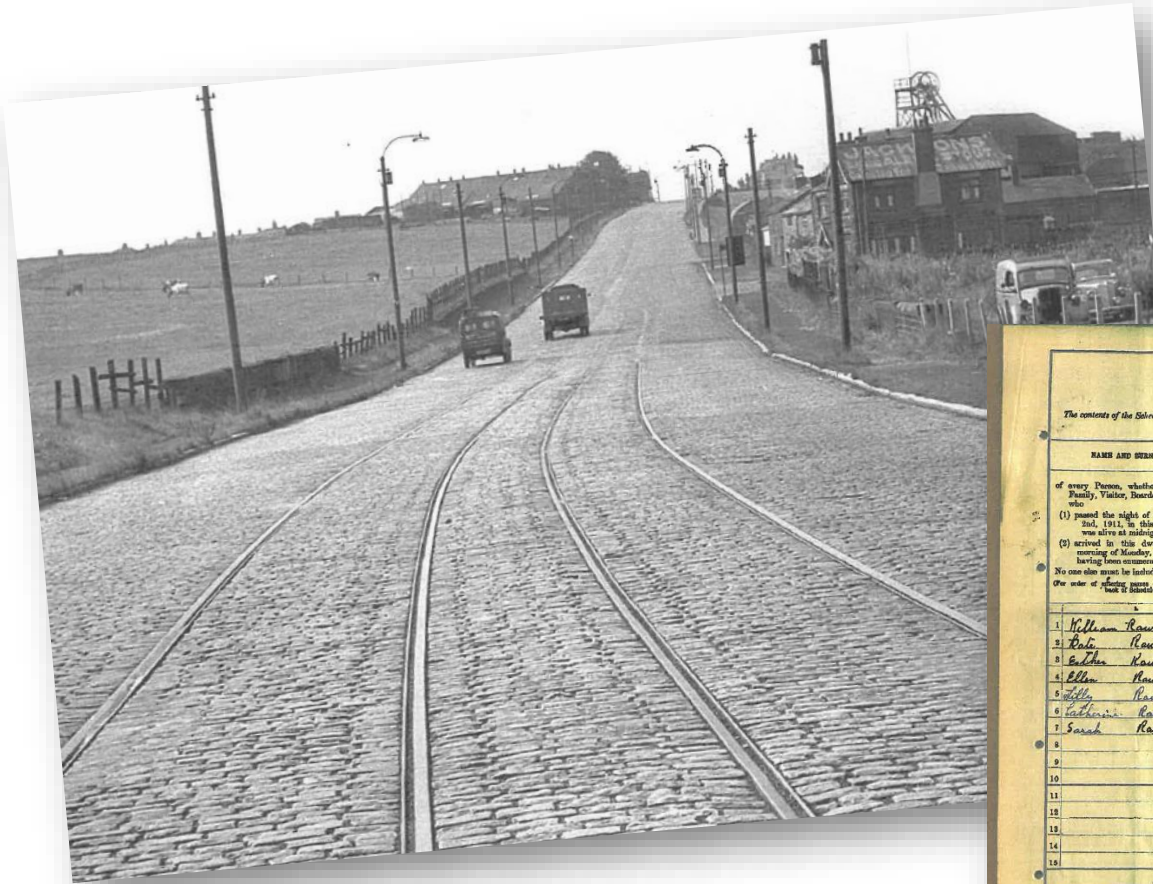
- The Bolton Inventor, Samuel Crompton, who invented the Spinning Mule.
- The Luddites were a secret group of English textile workers in the 19th century. They destroyed textile machinery as a form of protest.
- L S Lowry's artworks of the the industrial landscapes, comparing then and now
- Why did Mahatma Gandhi come to our town?



Blackrod Archives



Blackrod Archives



CENSUS OF ENGLAND AND WALES, 1911.

Before writing on this Schedule please read the Examples and the Instructions given on the other side of the paper, as well as the headings of the Columns. The entries should be written in Ink.

Number of Inhabitants 112
(To be filled up by the Enumerator
on the return.)

The contents of this Schedule will be treated as confidential. Strict care will be taken that no information is obtained with regard to individual persons. The returns are not to be used for proof of age, as in connection with Old Age Pensions, or for any other purpose than the preparation of Statistical Tables.

NAME AND SURNAME	RELATIONSHIP TO HEAD OF FAMILY	AGE AND SEX	PARTICULARS AS TO MARRIAGE					PROFESSION OR OCCUPATION of persons aged ten years and upwards.			BIRTHPLACE of every person.	NATURALITY of every person.	INFIRMITY.	
			Single	Married	Widowed	Divorced	Other	Personal Occupation	Industry or Service with which worker is connected.	Whether Employer, Tenant, or Servant.				
1. William Rowleson	Head	36	M	Married					Ballen Weaver	15		Blackrod, Lancashire		
2. Kate Rowleson	Wife	37	F	Married								Blackrod, Lancashire		
3. Edith Rowleson	Daughter	11	F	Single					School	39	0	Blackrod, Lancashire		
4. Ellen Rowleson	Daughter	8	F	Single										
5. Mabel Rowleson	Daughter	6	F	Single										
6. Catherine Rowleson	Daughter	3	F	Single										
7. Sarah Rowleson	Daughter	1	F	Single										

(To be filled up by the Enumerator.)

(To be filled up by, or on behalf of, the Head of Family or other person in occupation, or in charge of this dwelling.)

I declare that this Schedule is correctly filled up to the best of my knowledge and belief.

Signature William Rowleson
Postal Address 46, 10 Canal Street Blackrod