

Thoughts on the QM Process Knowsley Junior School

Hi, my name is Liz Oliver and I have led the Quality Mark Process for Knowsley Junior School. We were delighted to be visited and awarded a QM Gold Award. You can find a selection of materials from our portfolio plus our final report as a case study below. Please double click on any of the documents displayed in order to view the full piece.

Knowsley Junior School is a three form entry school with 360 students on roll. It is set in a semi-rural location on the outskirts of Oldham and Saddleworth. Children travel from around the authority to attend. The proportion of pupils eligible for free school meals is below average, and the proportion of children with special educational needs is 15%. Most pupils are of a White British heritage with a minority of pupils from minority-ethnic groups, mainly of Asian or Caribbean heritage who are EAL learners.

The main priorities of the school development plan are; to ensure all children understand basic English, equip all students with problem solving skills in mathematics, supporting pupil premium children adequately and challenging the high achievers. We are also looking towards implementing and planning the new curriculum. In terms of history, I am seeking to ensure that its educational potential and relevance are understood by both staff and pupils. Investment in resources is also required to allow for effective learning opportunities.

Some thoughts on the QM process and documentation from Knowsley Junior School

The online process – It is straightforward to login and upload documents to website. I found that doing lots in one go was the easiest method. The criteria were split into sections, which I tackled one by one, analysing what we were already doing and then making an action plan of how to achieve those which we did not yet fulfil. I found that one piece of evidence could be used for more than one of the criteria, and kept a record of where things had been used. I had around four or five piece for each point. I also ensured I had a hard copy of everything uploaded. Unnecessary paperwork for some, but I preferred this it for ease of reference.

The assessment, including visit – We were very pleased, and nervous, to welcome our assessors. They were friendly, but keen to question us on certain points and gain further evidence of history in our school. They observed a number of lessons and had the opportunity to speak to children. It was clear that they wanted us to succeed and to do that they needed to ask for further documentation and clarification of aspects of our proposal. It did feel like an ‘inspection’ but that was partly due to the pressure we had exerted on ourselves and our desire to do well. The assessors were very open and supportive.

This has been an opportunity for our junior school (a rare thing these days) to show how we excel in teaching history and how we want to spread this in our area and support other schools. It was ten months of hard work and focus but the reward of the Gold certificate and the smiles on the children's faces made every minute worthwhile. We have shown that foundation subjects can underpin learning across the curriculum. Thank you HA for the opportunity.

Liz Oliver

Knowsley Junior School

15.12.14

Introduction:

The first thing to do was audit where we felt our history provision stood. This led us to highlight the focus points that we wanted to concentrate on.

focus points doc

1.)Teaching and Learning:

Four lessons were sampled and in addition to portfolio evidence, assessors felt that evidence easily fitted the criteria for gold. Lessons showed children confidently handling different perspectives and effective communication of knowledge and understanding. Written work also demonstrates this. History focused marking is developing and will be beneficial.


Diseases
in the Victorians ^{times}
people caught
illnesses like:
Diphtheria, Tuberculosis
and Cholera. Many
people died of these
diseases because
operations were not
as clean ^{or sterile} as they are
today. ✓

Medicine
Antiseptics and
painkillers were
new discoveries.
In 1847 a Scottish
doctor, James
Simpson, tried out
a liquid called
Chloroform to make
the patient uncon-
scious. <sup>This was then
used when
patients were
operated on. ✓</sup>

Health

Famous workers
Florence Nightingale
was known as the
lady with the lamp.
She walked around
hospitals with a lamp
treating the injured
soldiers. She wasn't
paid any money for
this but she enjoyed
it. She also nursed in
the Crimean war. ✓

Elizabeth Garrett
Elizabeth Garrett
didn't agree
with men ~~oper-~~
ating on women
so Elizabeth
decided to train
up nurses to
treat female
patients.
<sup>Many Victorian women
would not undress in
front of male doctors
and therefore went
without treatment.</sup>



Year 6

Monday 24th February

A LO: I can use historical sources (ICT database) to create a realistic character.

CONVICT RECORD

Name: Ann-Marie Mc'Deary
 Age: 30
 offense: stealing 20 shilings worth of books.
 Where convicted: Chester, England. *Room Why?*
 When convicted: 25th March, 1787
 sentence: 7 years and transportation
 ship: Friendship
 interesting facts: died at the age of 60, morn to Anne Mc'Deary, went on separate ship, met in Australia, had 9 children. *Why?*

was was as dangerous on the first fleet

Tuesday 25th February

A LO: I can write from the point of view of a convict.

My name is Ann-Marie Mc'Deary and I was a convict on board the Friendship in the first fleet. I was convicted in the year 1787, 7 years, stealing. I worked as a bakery assistant. I was always a lovely down to earth woman (well that's what my mother said). I was 21 when I stole books worth 20 shilings, I needed an education for my family, if that didn't work I would sell them for food. How could I leave my nine starving children. My sentence was going to be served on a floating prison (called a hulk) however in May the government decided that me and other prisoners would be transported to Australia, the this strange land. Though I knew my daughter was coming with me (they) I still did not want to leave my other 8 children. *Always not fine their Wilson 1st*

Well done Good style (up) Remembers to proof read and underline

♂ man ♀ woman
 ♀♀ men ♂♂ women

Friday 11th October

WALT: write an informal letter ①

Castleshaw Barracks
Delph
Great Britain

11th October AD 79

Dear Mum and Dad,

I am very happy to be in the army but the only thing is that I am missing you very much. At the moment I am building a road from Chester to York. The best thing is that after work when I am not on duty I go to the baths and play board games with my friends. During the day I walk 30km/2 miles a day it is very hard work. Also we have armour which weighs tons. It's very hard work because we only ^{get} 8 hours sleep. But we take it in turns when we are on duty guarding the tent each night. I haven't seen any battles yet. We are still training and trying to be as fit as possible.

See you soon!

Love From Maleeus

WILF:

Capital letters and full stops ✓✓

complete sentences ✓✓

historical facts ✓✓

Some interesting words ✓✓

Informal (friendly language) ✓✓

Friday 13th September

Lo: I can write a diary entry from the view point of a soldier.

Battle of Bosworth Diary

Modelled Dear diary,

Yes, I'm still alive! I'm a little wounded but I survived! Today started with me throwing up but after that I felt a lot better. Until I ^{saw} ~~saw~~ Richard's men he had about 8,000 men I only had 5,000 men. I just wanted to get on with it because Richard's army looked really tough. I just really wanted for it to be over. I felt like ^{backing} ~~backing~~ out but I couldn't. Then ^{suddenly} ~~suddenly~~ one of the men said "Charge at them!" then Richard said "Charge!"

The battle started it didn't look very good everyone took out their ^{and there was an almighty clash} ~~and there was an almighty clash~~ swords. The noise of the sword was terrible. In the battle I lost an ear and a finger but it ^{wasn't} ~~wasn't~~ as bad as ^{one of the other soldiers} ~~one of the other soldiers~~ some other guy, he lost a leg and his right arm. I'm glad I ^{wasn't} ~~wasn't~~ hurt. Then the sky filled with a ^{barrel} ~~barrel~~ of whizzing arrows ^{came} ~~came~~ over head. Finally Richard and I were ^{fighting} ~~fighting~~ suddenly I killed him. I couldn't ^{believe} ~~believe~~ it. When I got home I washed the blood of me and went to bed.

LO: I can write a diary entry from the view point of a soldier.

Success Criteria:

Lo (A) Good diary entry

Sophie with good

BFPD 661

Pte Dixon

Headquarters

Land Forces

Q Movement

FRANCE

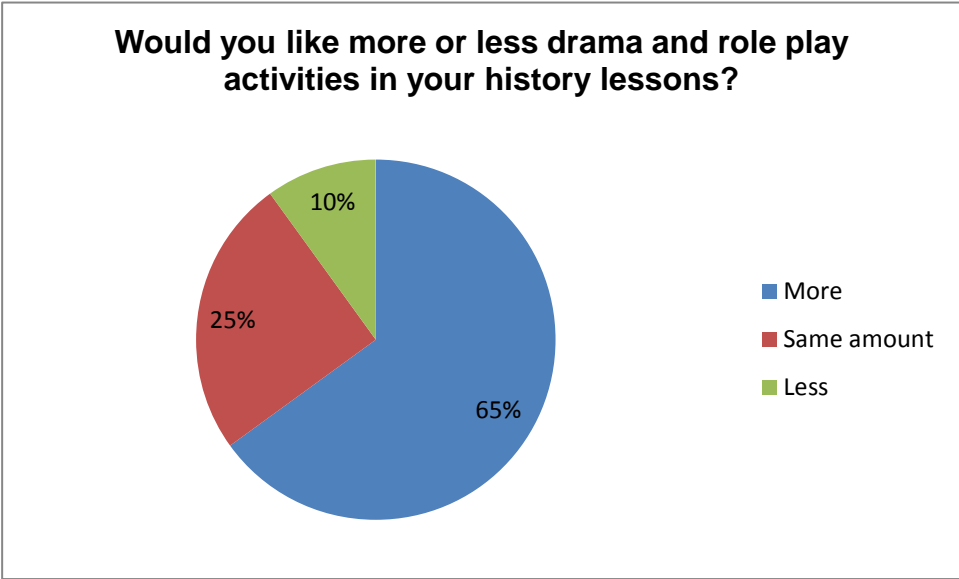
Passed by
CENSOR
14866

Shows

I need to add:
More detail and depth.

In order to ascertain how children view the subject of history, a broad spectrum of views was sought across the school. The twenty members of the School Council were asked to complete two questionnaires. The first asked what the children would like to see more or less of in terms of topics and activities, whilst the second asked them to comment more about their understanding and enjoyment of the subject.

The most notable result from the first questionnaire was the pupil's request for more drama and role play activities. This will be discussed with subject leads and the target set for more to be incorporated into future topic planning.



The second questionnaire highlighted the pupil's high engagement with the subject as 75% agreed that they looked forward to history/ topic sessions.



Online History Survey

Children can voice their opinions via a survey on the school's website.

Results from February 2014 – July 2014 were collected and used to inform planning of new topics.

The survey has now reopened and results will be collected and reviewed termly.

The screenshot shows a web browser window displaying the 'History Survey' page on the Knowsley Junior School website. The page has a yellow background with a dark red sidebar on the left and right. The main content area is white and contains the following text and form elements:

History Survey

We want to know what you think!
Fill out the survey to help improve history in our school.

1. Do you enjoy your history topics?

All the time Most of the time Sometimes

Comments:

2. Do you plan historical investigations in your topic lessons?

Yes Not Sure No

Comments:

The sidebar on the right includes a calendar for August 2014, the Knowsley School logo, a 'Consent to Publish' button, a 'Click Creep' internet safety logo, and a 'History Curriculum' link in the top left corner of the sidebar.

Assessment and Progression

As a Junior School, we are at a disadvantage when it comes to assessing history as we do not get a clear idea of where the children are up to when they join us in year 3. This also means we have a smaller time scale within which we can make an impact on our pupil's learning in the subject.

Having identified this as an issue (along with identifying attainment in other foundation subjects) it has been decided that in the first week of year 3 a specific timetable of lessons will be planned to address key skills. In history, this time will be spent addressing the concept of chronology, continuity and change, and the use of source material.

In 2013/14 a method of recording children's attainment was set up for each year group's history topic. Whilst this gives an overview of each child's level in that particular area, and a means of calculating a cohort's overall percentages at each level, it is difficult to track progress via this method. Therefore for 2014/15 a return to assessing key skills (see Criteria 4.2 Progression) for a sample of children throughout their school career should prove a more reliable way to track progress and ensure we are teaching all skills required.

Children benefit most from verbal or written feedback as an immediate means to address misconceptions and receive praise. Much of our history learning takes place through the examination of sources, discussions and stories. Work outcomes are seen as a product of work in other curriculum areas; art and dt, drama and literacy most commonly. Therefore feedback is often verbal and children are extended via targeted questioning.

Lesson Observation Form

	Subject: Literacy/ History	AUTUMN / SPRING / SUMMER
	Year Group: 3	Date: Thursday 13 th February WALT: Write a story
Observation Focus: How writing and history are taught in a cross curricular manner. Are meaningful links made?		
Areas of strength: <ul style="list-style-type: none">• Lesson clearly building upon previous – children have planned a piece of writing• Previous characters and scenarios from Greek myths discussed and ideas 'magpied'• Interesting examples, used to support teaching and learning• Children are engaged in their learning and suggested lots of scenarios• Children demonstrated good knowledge of Greek Gods and Goddesses• Good work produced		
Areas for Development: <ul style="list-style-type: none">• Is the WALT reflecting the fact the children are writing a piece of historical fiction? Would WALT Write a myth/ Write a story from Ancient Greece be more appropriate?• Marking – does it always focus just on literacy? Ensure a comment about the child's historical understanding is made too.		

How Do We Use Ancient Greek Ideas Today?

Childrens names have been cropped for confidentiality.

Microsoft Word ribbon: Layout, Formulas, Data, Review, View. Font: 10, Bold, Italic, Underline, Color. Alignment: Left, Center, Right, Justify, Merge & Center, Wrap Text. Number: General, Percentage, Decimals. Styles: Conditional Formatting, Format as Table, Cell Styles.

Formula bar: =Chn have found the comparison of modern and ancient olympic games interesting and this has provided a useful f

Grid: B C D E F G H I J K L M N O P Q R S T U V W X Y Z AA AB AC AD A

Use ancient Greek ideas today?

Expectations	Attainment Target
<p>Most children will: know the ways the ancient Greeks influenced their own and others' lives today; give reasons why the way of life in ancient Greece and life today are different in some ways; select and combine information from a range of sources to answer specific questions about the past; interpret an aspect of the lives of the ancient Greeks in order to recreate it; produce a summary of what they have found out, as a structured, extended piece of writing</p>	<p>Level 3 - Pupils show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented.</p>
Working at level 3	
<p>Some children will not have made so much progress and will: know about the way of life of the ancient Greeks; select information from individual sources to answer questions about the past; know that the ancient Greeks have influenced school life today; produce a structured summary of what they have learnt</p>	<p>Teachers Comment</p> <p>Chn have found the comparison of modern and ancient olympic games interesting and this has provided a useful format from which to compare other aspects of Greek life with ours. The timescale is causing a problem for some (WTL3) as is the ability to combine source information.</p>
Working towards level 3	
<p>Some children will have progressed further and will also: give reasons why we use ideas from ancient Greece today; compare and contrast the ancient and modern versions of the Olympic games; work independently to produce a structured account of the Greek legacy using dates and terms as appropriate</p>	
Working towards level 4	

2.) Curriculum

The Assessors agreed that in both its content and approach to curriculum development practice met and exceeded the Quality Mark Criteria for 'Gold'.

The history units of work are closely aligned with expectations for literacy and from the evidence with in the portfolio the assessors were concerned that this might 'overshadow' the history being taught. This was an unfounded concern. The amount of time allocated to history is very good. The curriculum map of the units of work has been carefully thought out. The coordinator has developed a new curriculum plan taking into account previous units of work but also where newer units could sensibly be incorporated. An example of mapping can be found below.

Year 5 The Victorians :Turning back the clock on Springhead (local study). Covering work at level(s):3/4

Subject/Level	Communication Skills	Application of Mathematics	Information Technology	Working with others	Improving own learning and performance	Problem solving
History Levels 3/4	<p>*I can use labelled diagrams, recounts, stories, diaries and pictures to tell people what I know</p> <p>*I present my work and factual knowledge in lots of different ways of Victorian Britain .</p>	<p>*I use timelines to order events and things that happened in the past</p> <p>*I can work out how many years have past since major events took place</p> <p>*I can place changes of a period in history within a chronological framework.</p> <p>*I use graphs, tables and charts to record and interpret data about the past</p>	<p>*I use the internet to find out about Victorian children</p> <p>*I use the computer to give my views about historical figures / events and to describe their lives(effects on people's lives)</p> <p>* I use historical vocabulary in my search criteria</p>	<p>*I look at different points of view of the past(children not attending school full time, working for little money)</p> <p>*I use role play and acting to represent different viewpoints about the past.</p> <p>*I combine information about the past with others to present my understanding of a period of history</p> <p>*I 'hot-seat' historical characters to understand why they did things</p>	<p>*I understand that the lives of people of the past were not all the same (rich and poor children)</p> <p>*I am beginning to know that these different types of evidence tell us different things about the past</p> <p>*I consider interpretations of an event by looking at other information, keeping in mind that some evidence is more reliable than others</p>	<p>*I use information to ask and answer questions about events in the past. This investigation goes beyond what I can see (this is called inference and deduction)</p> <p>*I give clear and detailed reasons why key events happened in the past.</p> <p>* I use what I know about history to I.D. changes that took place across a period of time</p> <p>*I know how to compare and contrast aspects of the past with aspects of today</p>

Year 6 The Victorians : 'King Cotton ' Story of Victorian Oldham.

Covering work at Level(s):4/5

Subject/Level	Communication Skills	Application of Mathematics	Information Technology	Working with others	Improving own learning and performance	Problem solving
History Levels 3,4,5.	<p>*I can use labelled diagrams, recounts, stories, diaries and pictures to tell people what I know</p> <p>*I present my work</p>	<p>*I use timelines to order events and things that happened in the past</p> <p>*I can work out how many years have past since major events took place</p>	<p>*I use the internet to find out about Victorian children</p> <p>*I use the computer to give my views about historical figures / events and to describe</p>	<p>*I look at different points of view of the past(children not attending school full time, working for little money)</p> <p>*I use role play and acting to represent</p>	<p>*I understand that the lives of people of the past were not all the same (rich and poor children)</p> <p>*I am beginning to know that these different</p>	<p>*I use information to ask and answer questions about events in the past. This investigation goes beyond what I can see (this is called inference and deduction)</p>

Knowsley Junior School

History Policy

Introduction

This policy outlines the teaching, organisation and management of history taught and learnt at Knowsley Junior School.

The policy has been drawn up as a result of staff discussion its implementation is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the history co-coordinator.

Main purposes of this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;

1 Aims and objectives

1.1 The aim of history teaching here at Knowsley Junior School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

1.2 The objectives of teaching history in our school are:

- to arouse interest in the past and stimulate children's curiosity into finding out more
- to develop knowledge and understanding of how people lived in other times and how those times were different from today
- to enable children to know about significant events in British history, and to appreciate how things have changed over time;
- to develop a sense of chronology;

KEY STAGE 2

M

What do we
need to
maintain?**Pupils should:**

- develop the appropriate use of historical terms
- construct informed responses that involve thoughtful selection and organisation of relevant historical information [previously: organisation and communication section]
- understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- a local history study
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.

A

What do we
need to
amend?

Note: National Curriculum aims include requirement to know and understand the history of these islands as a coherent, chronological narrative from the earliest time to the present day. KS2 primarily covers the period to 1066, with European and world history from the same period.

In planning, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should:

- develop a chronologically secure understanding of British, local and world history, establishing clear narratives within and across periods they study – greater emphasis on chronological understanding
- note connections, contrasts and trends over time – previously required to make links within and across societies and periods studied
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance – more specific requirements on types of questions.

Pupils should be taught about:

- the Roman Empire and its impact on Britain – previously an option, with focus on Roman Britain
- Britain's settlement by Anglo-Saxons and Scots – previously an option with no mention of Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – previously an option.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – non-statutory examples given include: the changing power of

T

1. When and what was the Stone Age?

- To become familiar with the Stone Age and how people lived.
- To arrange events from the past in chronological order
- To understand the major prehistoric human achievements.

2. What happened in Skara Brae?

- To find out the meaning of historical terms related to prehistory.
- To find out about life in Skara Brae
- To consider the choices that people faced from the Stone Age to the Iron Age

3. Where did Stig come from?

- To make an in-depth study of Stig of the Dump, to support understanding of –
 - Sentences – capital letters / full stops / commas.
 - Adjectives.
 - Inverted commas.
- To create a storyboard.
- To write a diary entry.
- To write a newspaper article using the key conventions.
- To re tell a text using adverbs of time.
- To develop vocabulary.
- To infer from a text.
- To debate.
- To write a letter.
- To design a useful tool.

4. What was land used for and how is it used today?

- To locate counties in Britain.
- To use maps.
- To identify changes in land use.

5. How do we know about life in Ancient Britain?

- To understand that knowledge of the past is constructed from a range of sources
- To note connections, contrasts and trends over time.
- To look at different homes from the Palaeolithic, Mesolithic and Neolithic times.

6 What do we know about the Bronze Age?

1. Who were the Greeks?

- To describe Greece's location and physical geography
- To place significant time periods on a timeline
- Study maps from different times in history, comparing similarities and differences

2. What makes a hero?

- Listen and identify themes in books and summarising main ideas
- Discuss words and phrases that capture reader's interest and imagination
- Identify powerful verbs
- Write sentences using powerful verbs
- Use paragraphs
- Listen to dialogue in storytelling
- Change third person to first person
- Use speech bubbles and direct speech
- Use a thesaurus to find synonyms
- To read and spell words ending in -ology
- Plan and write a myth

3. What did the Greeks believe?

- To research
- To create a fact file

4. Athenian or Spartan?

- To recognise the differences between Athens and Sparta
- To identify difference between Athenian and Spartan soldiers
- To take notes
- To hold a debate
- To understand what democracy is

5. What did the Greeks leave behind?

- Consider the evidence in myths and how to interpret it
- To design and create a Greek amphora
- To understand the significance of Ancient Greek thinkers in helping us understand today

1. Why do people leave their homes?

- To create a timeline of events in history.
- To give reasons why people might invade another country.
- To understand the reasons Britain was invaded by the Romans

2. Who already lived in Britain when the Romans arrived?

- To discover who the Celts were
- To write a description of how they lived.
- To analyse primary sources
- To take notes
- To create a storyboard
- To make a Celtic roundhouse

3. What did the Romans do for us?

- To write a recount
- To understand how the Roman invasion benefited Britain
- To understand what contributed to the end of Roman Britain
- To develop an understanding of a picture through questioning

4. Who were the Saxons and where did they settle?

- To understand where the Saxons came from
- To understand who the Saxons were
- To understand the locations of the Saxon Kingdoms and settlements.
- To understand where and how the Anglo-Saxons lived.
- To begin to plan and create a model village
- To build and construct a small Anglo Saxon village

5. Sutton Who?

- To understand Anglo Saxon religion and beliefs
- To understand the mystery of Sutton Hoo
- To make notes on the importance of the Sutton Hoo discoveries
- To use evidence to draw conclusions
- To recreate a Saxon artefact

6. What stories did the Saxons tell?

- To create a comic strip

**Yr4 Why have people invaded and settled in Britain in the Past?
Autumn – Spring 1**

Learning Objectives	Activities	Resources
<ul style="list-style-type: none"> • To create a timeline of events in history. • To give reasons why people might invade another country. • To understand the reasons Britain was invaded by the Romans • To discover who the Celts were • To write a description of how they lived. • To analyse primary sources • To take notes • To create a storyboard • To make a Celtic roundhouse • To write a recount 	<ul style="list-style-type: none"> • Activate prior understanding, order events on a time line • Class discussion, worksheet, map and pictures to identify different reasons for invasion. Introduce or investigate vocabulary such as settlement, migration, invasion, conquest • Read the story, look at map of Roman Empire, fill in the names of places. Examine the reasons Julius Caesar invaded Britain • Locate time of Celts and Romans on a time line. Research the Celts and write a report about how they lived. Use description to draw a portrait of a Celtic man. Study picture of a Chariot race with viewfinders to look at how the painter created the picture's atmosphere. • Watch BBC DVD (Horrible Histories) • Look at Boudicca's description – discuss who wrote it (a Roman), use it to draw a picture of her. Discuss the revolt, read transcript and develop note taking skills. • Children use notes to create storyboard of events • Children use clay/ twigs to make a roundhouse in the style of Celtic villages • Discuss experience and write a recount. 	<p>Sheet of historical events.</p> <p>Atlases / maps</p> <p>Maps, Julius Caesar book.</p> <p>Books on Celts and Romans. Copy of painting</p> <p>Horrible Histories Source materials on Boudicca.</p> <p>Clay/ twigs etc</p> <p>School trip to Chester</p>

1. Who were the Ancient Egyptians and what did they believe?

- To understand the vocabulary BCE and place periods of time in the correct order
- To understand the importance of the River Nile in the location of Ancient Egyptian civilisation.
- Children use Egyptian myths to:
 - Understand how and why stories were told and recognise the features of each
 - Understand and discuss the importance of characters
 - Understand and discuss how stories are constructed
 - Use a detailed story map to break down the structure of stories
 - Understand what a verb is
 - Use a range of synonyms
 - Explore how different stories can be presented and the effect on the reader
 - Begin to plan stories using storyboards,
 - Understand how to use paragraphs and use them in their own work
 - Peer mark each other's stories
- To create a Egyptian God family tree
- To interpret the story of Osiris through art

2. Could you have been an Egyptian king?

- To understand the social structure of life in Ancient Egypt
- To understand the role of the Pharaoh in Ancient Egyptian society
- To place Egypt's most famous Pharaohs in chronological order
- To write a persuasive letter

3. How were the pyramids constructed?

- To find out about Zoser's Step Pyramid, recognise and understand why it was built
- To understand about different ways pyramids MAY have been built
- To design a pyramid, using materials available
- To measure carefully to create a square-based pyramid
- To find out about the Sphinx at Giza and its survival and Create a 3D model of the Sphinx

4. What will you report?

- Children will create their own class Egyptian newspaper:

Yr5 How can we rediscover the wonders of Ancient Egypt?
Spring

Learning Objectives	Activities	Resources
<ul style="list-style-type: none"> ● To understand the vocabulary BCE and place periods of time in the correct order ● To understand the importance of the River Nile in the location of Ancient Egyptian civilisation. <p>Children use Egyptian myths to:</p> <ul style="list-style-type: none"> ○ Understand how and why stories were told and recognise the features ○ Understand and discuss the importance of characters ○ Understand and discuss how stories are constructed ○ Use a detailed story map to break down the structure of stories ○ Understand what a verb is ○ Use a range of synonyms ○ Explore how different stories can be presented and the effect on the reader ○ Begin to plan stories using storyboards, ○ Understand how to use paragraphs and use them in their own work ○ Peer mark each other's stories 	<ul style="list-style-type: none"> ● Use a map/atlas to locate modern Egypt. What is it like? Identify the time periods of Ancient Egypt - the Old Kingdom, the Middle Kingdom, the New Kingdom ● Children look at the map of the Old Kingdom and highlight following the River Nile ● Children draw large maps starting with the outline of Egypt and the path of the River Nile. They should then add and label the three Ancient Kingdoms ● Introduce <i>Stories from Ancient Egypt</i> start by reading the short story - <i>Creation of the World</i>. What are the difference/similarities between this and Adam and Eve? ● Using another story from the book, children discuss the features and record ● Children discuss the attributes of a character in a story and create character profiles ● Children plan and write their own Egyptian myth 	<p>Atlases/ maps</p> <p>Stories from Ancient Egypt: Egyptian Myths and Legends for Children, Joyce Tyldesley Ancient Egypt: Tales of Gods and Pharaohs, Marcia Williams</p>

Y6 What did Britain battle for in 1940?

Autumn Term

Learning Objectives	Activities	Resources
<ul style="list-style-type: none"> To know where and when WW2 took place. To know about the key events and leaders of the war. <p>Key question: What was WW2? Where and when did it take place?</p>	<ul style="list-style-type: none"> Establish what children already know about the war using KWL grids or mindmapping. Use their responses, or provide a brief narrative, to introduce key information, including when the war took place, the main countries involved, why it started (Hitler's invasion of other countries and why Britain tried to stop him), how it was fought (invasion of other countries, mass bombings, sinking of ships using submarines), the names of leaders (such as Hitler and Churchill), and the defeat of Germany and Japan by the allied nations. 	<p>Maps of Europe, internet, books.</p> <p>Materials for time line.</p>
	<p>Key skills: interact and collaborate in order to share understanding of what is said, read and communicated.</p>	
<ul style="list-style-type: none"> To find out about Hitler's invasion plans To know about the key events of the Battle of Britain. <p>Key question: What was the Battle of Britain?</p>	<ul style="list-style-type: none"> Share Winston Churchill's speech about the Battle of Britain and ask children what they know about it. What do they think it involves? Ask pupils to come up to take turns at performing Churchill's speech – can they add expression like Churchill? How would air attack help Hitler's plans for Operation Sealion? Why did much of the battle take place over the South of England? Children look at maps Children examine images of the planes used by both the German and the British and annotate features of each. Children read 'The spitfire' and 'High Flight' poems and compare the different views/ experiences of the pilots. Children write their own. 	<p>Churchill's speech</p> <p>Source material – images of planes, High Flight/ The Spitfire poems http://www.poemhunter.com/poem/the-spitfire/ http://www.deltaweb.co.uk/spitfire/highflight.htm</p>
	<p>Key skills: listen, read and view in order to understand and respond</p>	
<ul style="list-style-type: none"> To establish the reasons why the RAF managed to defeat the Luftwaffe <p>Key question: How did the RAF win the Battle of Britain?</p>	<p>Children examine source material and sort their ideas as to why the Luftwaffe lost:</p> <ul style="list-style-type: none"> British advantages German weaknesses British successes German mistakes <ul style="list-style-type: none"> Children imagine they work for the Ministry for War. They have been asked to write a short piece for radio, encouraging young men to enlist in the RAF. Highlight the advantages of being a pilot, the importance of their role and the types of machines they flew. 	<p>Source material (PowerPoint)</p>
	<p>Key skills: discuss, debate and draft in order to develop and explore ideas, themes and viewpoints</p>	

1. When were the Maya?

- To locate and identify the countries of Central America and discover where the Mayan peoples lived
- To create a timeline of Mesoamerica
- To understand how the Mayas used myths to explain their surroundings

2. What happened at Chichén Itzá?

- To follow in the footsteps of explorers
- To write a journal/ diary entry
- To investigate the work of Catherwood using a camera lucida

3. What did the Mayas believe?

- To understand the use of sacrifices
- To create temples ready for special ceremonies
- To investigate Maya gods and goddesses
- To design and create a mask for my god
- To investigate and play the sacred ball game

4. What did the Mayas learn at school?

- To understand Mayan glyphs
- To investigate the Mayan number system

5. What did the Mayas eat?

- To discover why the Maya had two calendars
- To understand maize was the staple food of the Mayans
- To make tortillas
- To discover where chocolate originated

6. How did the Maya dress?

- To understand all Mayas wore similar clothing and a variety of jewellery

7. Where have the Maya gone?

- To examine reasons for the fall of the Maya

Yr 3 Who lived in Ancient Britain?

Autumn Term

Learning Objectives	Activities	Resources
<ul style="list-style-type: none"> • To become familiar with the Stone Age and how people lived. • To arrange events from the past in chronological order • To understand the major prehistoric human achievements. • To find out the meaning of 	<ul style="list-style-type: none"> • Read Stone Age Boy by Satoshi Kitamura and discuss historical aspects. Children make notes; <ul style="list-style-type: none"> ○ what animals were around e.g. mammoths ○ what materials people used e.g. animal skins ○ what activities people did e.g. making tools, cave painting • Children create timeline from 13,000 BC to 43 AD (Roman invasion). • Discuss achievements of prehistoric people; <ul style="list-style-type: none"> ○ creating fire ○ making sharp wooden and stone tools ○ taming horses to ride them ○ farming (rather than hunting/gathering) ○ inventing wheels ○ pottery ○ using metals ○ trading with each other ○ building houses • Diamond Nine activity to rank achievements. • Children create a glossary of key technical terms to 	<p>Stone Age Boy by Satoshi Kitamura</p>

**Yr 3 Meet the Greeks!
Spring Term**

Learning Objectives	Activities	Resources
<ul style="list-style-type: none"> • To describe Greece's location and physical geography • To place significant time periods on a timeline • Study maps from different times in history, comparing similarities and differences. <p>Use Greek Myths to:</p> <ul style="list-style-type: none"> • Listen and identify themes in books and summarising main ideas • Discuss words and phrases that capture reader's interest and imagination • Identify powerful verbs • Write sentences using powerful verbs • Use paragraphs • Listen to dialogue in storytelling • Change third person to first person 	<ul style="list-style-type: none"> • Children locate Greece in an atlas and describe any significant features of the landscape/ land use • Describe it in relation to the UK in terms of climate • Children colour map of Greece, noting Athens and map of Europe • Children create timeline from the first Olympic Games to present day noting significant periods • Children create a large 3D map on a wooden board or table. Children can use plasticine, card and junk modelling materials to build up areas of mountains, make miniature model buildings and place name labels, etc. Allocate to different tasks on the map. • Discuss what a myth is and what their features are • Read Pandora's Box discuss the message of the story • Read Daedalus and Icarus and list the main events • Share Marcia Williams version (cartoons) and compare and contrast • Children use ideas from Daedalus and Icarus to write sentences with powerful verbs • Children are allocated different parts of Daedalus and Icarus myth to recount • Listen to Perseus on 'Hamilton at Home' and discuss use of dialogue 	<p>Atlas, Google Earth, globe Maps to colour</p> <p>Plasticine, cardboard, paint</p> <p>Orchard Book of Greek Myths Marcia Williams – Greek Myths</p> <p>/www.hamiltonathome.org.uk/</p>

Enquiry

Planning a short term historical enquiry

Engage 5 minutes	Whole class. Where did we get to last session? Clarify the learning objective/s and session activities.
Explore 10 minutes	Whole class, pairs or groups. Ascertain present level of understanding based on previous learning. The big picture. Focus on the main concept or idea with a stimulus that encourages pupils to ask and answer what, why, when, who, which, how type questions. Short question and answer session or discussion exploring the questions or suggesting possible answers. Concept mapping. Produce brief, rough notes, diagrams or pictures. Physically manipulating ideas presented as statements, images, objects etc.
Challenge 30 minutes	Groups, pairs or individual. Exploration enables the pupils to clarify their own ideas. Now challenge them to move their thinking on by presenting some new data, evidence or information for analysis. Small scale enquiry, a research task or problem solving activity.
Apply 10 minutes	Groups, pairs or individual. Consolidate learning by applying new ideas or thoughts to a different, but related situation.
Reflect 5 minutes	Whole class or group. Pupils review and summarise what they have learnt and how they learnt it. Share learning through discussion and questions.

Planned Year 4 Enquiry:

The screenshot shows a Microsoft Word document titled "Y4 Why have people invaded MTP.doc [Compatibility Mode] - Word". The ribbon is set to "HOME" with the "Font" and "Paragraph" groups visible. The font is Arial, size 11. The Styles pane shows "Normal" selected. The main content is a table with three columns:

<p>HISTORICAL ENQUIRY</p> <ul style="list-style-type: none">• To investigate the changing relationship between Saxons and Vikings	<p>Children carry out as research project thinking about the following points:</p> <ol style="list-style-type: none">1. Children consider how important Athelstan was in shaping England2. Create a timeline to show events after Athelstan – drawing attention to further Viking raids and key figures such as Cnut – consider the legend as well as why he was so successful - his marriages, support of Church.3. Consider causation – why were Vikings successful in the later period?4. How Edward the Confessor emerged as king. Pupils consider how strong kings were at this time compared to today.	
--	---	--

Breadth of study HISTORY	Year 3			Year 4			Year 5			Year 6		
	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su
Changes in Britain from the Stone Age to the Iron Age	X											
The Roman Empire and its impact on Britain				X								
Britain's settlement by Anglo Saxons and Scots				X								
The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor					X							
A local history study		Victorian Week			Victorian Week			Victorian Week			Victorian Week	
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066										Battle of Britain		
The achievements of the earliest civilisations							Ancient Egypt					
Ancient Greece		X										
A non European society that provides contrasts with British history											Mayan Civilisation	

Breadth of study	HISTORY											
	Year 3			Year 4			Year 5			Year 6		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
6. During the key stage, pupils should be taught the Knowledge, skills and understanding through: a local history study, three British history studies, a European history study and a world history study.												
Local history study (discrete/related to other British study) 7. A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.		Victorian Week			Victorian Week			Victorian Week			Victorian Week	
British history 8. In their study of British history, pupils should be taught about: a) <i>the Romans, Anglo-Saxons and Vikings; Britain and the wider world in Tudor times; and either Victorian Britain or Britain since 1930</i> b) aspects of the histories of England, Ireland, Scotland and Wales, where appropriate, and about the history of Britain in its European and wider world context, in these periods.										Britain Since 1930		
Romans, Anglo-Saxons and Vikings in Britain 9. An overview study of how British society was shaped by the movement and settlement of different peoples in the period before the Norman Conquest and an in-depth study of how British society was affected by Roman or Anglo-Saxon or Viking settlement.					Romans							
Britain and the wider world in Tudor times 10. A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.							Tudors					
Victorian Britain or Britain since 1930 11. Teachers can choose between a study of Victorian Britain or Britain since 1930. Victorian Britain a) A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society. Britain since 1930 b) A study of the impact of the Second World War or social and technological changes that have taken place since 1930, on the lives of men, women and children from different sections of society.		Victorian Week			Victorian Week			Victorian Week		Britain since 1930s	Victorian Week	

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer		
Year 3	Literacy	Narrative	Narrative	Myths and Legends	Reports		Recounts		Instructions				
	Numeracy	Following Primary Framework for Mathematics											
	ICT	3a Combining Text and Graphics			3b Manipulating Sound		3e Email		3d Exploring Simulations		3c Databases		
	Science	Investigations			Materials			Rocks and Soils		Living Things			
	Art	Key Skills		Autumn		Investigating Patterns			Landscapes		Printing		
	History			Local Area 1901		Ancient Greece					Industrial Revolution		
	Geography	Local area						Settlements		Environment			
	DT				Maze Building			Volcanoes					
	PE/Games	Yoga Football		Skipping Netball		Gymnastics – Travel Dance		Gymnastics - Apparatus Tennis		Orienteering Tag Rugby		Rounders Athletics	
	Music	Play it again			Class Orchestra		Painting with Sound		Animal Magic		Dragon Scales		
	RE	Harvest		Christmas		Intro to the Bible		Easter		Church		Judaism	
	P4C	Child led and Topic linked											
	Healthy School's Week	Teeth and Eating											
	Eco Week	Composting											
	Victorian Week	Victorian Schoolroom											

Curriculum

Whole School Topic

The Victorians

Spring Term

Local History Study

	Year 3. What was it like to go to School over 100yrs ago?	Year 4. My Life is Hard.(Lives of children in Victorian times and the people who helped them)	Year 5. Turn Back the Clock on Springhead.(Local study)What was it like to live here over 100 years ago?	Year 6 'King Cotton' story of Victorian Oldham.
Literacy	Dialogue and plays(U5) Role play	Information Texts (NF2) Drama Role play Abridged 'Water Babies'	Reports/ explanations (NF2) Novels and stories by significant chn's authors (U1)	Reading/writing non-fiction R2. Information texts Excepts from 'Dickens
Science	N/A	N/A	N/A	N/A
T.C.T.	Basic skills: Copy and paste Clip art	Branching data bases. Collecting and presenting information questionnaires and pie charts.	Evaluating information, checking accuracy and questioning plausibility.	Internet searching and gathering of information
D.T.	Making Victorian toy: Bricks, Rocking-horse, etc.			
Art	As above	Sewing Samplers	Observational drawings -buildings, artefacts.	Mills capes (multi-media)
Music	Oliver	Oliver	Oliver	Oliver
P.E.				
Story	What was it like for children living in Victorian Britain?(U 11) Interpretation of photographs	What was it like for children living in Victorian Britain?(U 11) Interpretation of evidence.	Local Trail Out and about in Springhead. How did life change in our locality in Victorian Britain?(U 12). Interpretation of evidence	Local History (Oldham) investigation How did life change in our locality in Victorian Britain?(U12) Interpretation of evidence
Geog	Local geog links	Local geog links	Local Geography study Fieldwork skills	Local geography links Fieldwork skills
R.E.				
P.S.H.E.	SEAL Class council	SEAL Class Council	SEAL Class Council	SEAL Class Council

Wednesday 15th January 2014

10 I can write a descriptive paragraph including my opinions

Apartheid

The apartheid was the law in South Africa during 1948 to 1991. The word apartheid means "segregation", so the whites and the non-whites were made to do different things like use different bus stops, separate school, different sides of the classroom and they weren't allowed to go to the beaches, libraries or parks and couldn't use whites' toilets or buses.

Apartheid for non-whites was very difficult to deal with because white people were treating them very badly and making them move out of their so the whites could go past with the whites thinking "this was acceptable it stayed like this for forty-three years".

A very brave and determined man named Nelson Mandela stood up for the non-whites to try and end the apartheid but ended up in prison in 1963. Nelson Mandela was sent to the prison of Robben Island when he was forty-six years old. While Mandela was in prison, the council of Nelson Mandela kept on fighting soon after when Nelson came out of prison, the government eventually caved in and let the apartheid end because Mandela's council wouldn't stop for anything.

I think the apartheid was very wrong and it was not right at all treating the non-whites badly. If I was the government, I would never let it happen EVER. *very personal opinion*

Full marks



Wednesday 15th January

10 I can write a descriptive paragraph including my opinions

Apartheid

Apartheid started in 1948 in South Africa and was not long ago. The word apartheid means "segregation" and under this law, white people and non-whites were separated from each other. But the white people came from every country, and now the whites were rich and Blacks were poor. The whites could not marry a non-white person. Black people had to move out of the way when a white person came, or else they would get arrested.

This man called Nelson Mandela wanted to be treated the same as the white people. So Nelson stood up to them and got arrested and was in prison for 27 years.

Tuesday 14th January
LO: I know about the Aboriginal people

Dreamtime is like a religion with no god about how earth was created.

The Aborigines are about 45,000 year ago arriving on boat at that time from South Asia.

The Aborigines were Nomads they had no fixed place to live.

Dingo's were made of that and they're known they were immediately come back (made for hunting).

Dingo's were hunted with spears and spears and spears and spears.

Well done, some careful use of your research.
* Careful with your apostrophes, ask if you're unsure.

Monday 10th February
LO: I can write a description in first person

Convict records:

Name:	Jeffrey Eubank
Age:	25 years + 7 months
Offence:	stealing eggs
Where convicted:	London, probably
When convicted:	19th October 1829
Sentence:	25 years

My Name is Jeffrey Eubank, I am 25, I have just experienced an ^{adventurous} solitary journey of my life. And I need to tell you how I came upon this vessel. It began 9 months + 9 days ago when I was innocently convicted of stealing half a dozen eggs but instead of being apprehended for this petty crime I was sent to an unknown island.

But I'm not a bad seed, really, I have 3 sisters and 6 brothers, the youngest is 9 and the oldest is 30. I was only trying to help.

After 3 months + 1 week on a boat, I was glad to arrive but we had no room welcome, except they were shouting at me in their language, I think.

Finally we settled down to go to sleep but I was curious about tomorrow, could this be the Europeans we were speaking?

Let the voice you've created, Lolo, super vocabulary.
* Give more detail about what you experienced when you arrived in Australia.

Monday 26th February
LO: I can use historical sources (ICT databases) to create a realistic character.

CONVICT RECORD

Name: Evelyn Baker
Age: 13
Offence: Stealing 12 shillings worth of bread
Punishment: 7 years of transportation
Where Convicted: Liverpool
When Convicted: December 1788
Ship: Alexander 1787, 1788
Fact: Caught an unknown disease but survived!

Tuesday 25th February
LO: I can write from the point of view of a convict.

My name is Evelyn Baker, I am thirteen years of age. I was sentenced to seven years transportation for stealing twelve shillings worth of bread. I despised my life.

Year 6 Medium Term Topic Planning – Autumn Term		Britain Since 1948
Learning Objectives	Activities	Resources
<ul style="list-style-type: none"> To know where and when WW2 took place. To know about the key events and leaders of the war. <p>Key question: What was WW2? Where and when did it take place?</p>	<ul style="list-style-type: none"> Establish what children already know about the war using KWL grids or mindmapping. Use their responses, or provide a brief narrative, to introduce key information, including when the war took place, the main countries involved, why it started (Hitler's invasion of other countries and why Britain tried to stop him), how it was fought (invasion of other countries, mass bombings, sinking of ships using submarines), the names of leaders (such as Hitler and Churchill), and the defeat of Germany and Japan by the allied nations. <p>Key skills: . interact and collaborate in order to share understanding of what is said, read and communicated.</p>	<ul style="list-style-type: none"> Maps of Europe, internet, books. Materials for time line.
<ul style="list-style-type: none"> To know the characteristic features of the Blitz and what type of area was most likely to be affected to locate where bombing raids took place <p>Key Question: What was the Blitz?</p>	<ul style="list-style-type: none"> Use selected sources, <i>eg photographs, a gas mask</i>, to tell the children about the mass bombing of cities. Discuss why Germany and Britain decided to bomb cities. Use maps, <i>eg of London or Liverpool</i>, or children's knowledge, to establish the main targets. Discuss what could be done to stop the bombers, <i>eg anti-aircraft fire, blackout</i>. <i>An air raid could be simulated to give the children an understanding of how it felt, using the air raid siren and video footage (see bbc history website)</i> <i>Using E-book resource text 'The Blitz', children identify key facts</i> <p>Key skills: listen, read and view in order to understand and respond</p>	<p>www.bbc.co.uk/history Cd-rom – World war 2 (disk 1) 'The Blitz' information text Photo pack Gas mask</p>
<ul style="list-style-type: none"> to find out about the experiences and feelings of evacuees, from a wide range of information sources to communicate their learning in an organised and structured way, using appropriate terminology <p>Key question: what was it like to be an evacuee?</p>	<p>With the children's help, produce a list of questions about evacuees. Ask the children to answer the questions using selected sources, <i>eg photographs, extracts from novels, oral accounts, letters, memoirs</i>.</p> <p>A typical evacuee's parcel could be shown to highlight how little they took with them – contrast with how much the children took to Kingswood for one weekend!</p> <p>Ask the children to imagine they are evacuees and to write a letter home or diary extracts. Ask them to consider why they might want to be evacuated and why not, what is happening to them and how they feel about it.</p> <p>Encourage the children to use their knowledge of evacuation and appropriate terms, <i>eg billeting officer, host family, evacuation, evacuee</i>.</p>	<p>http://www.bbc.co.uk/schools/primaryhistory/world_war2/evacuation/</p>

Yr 3 - The Greeks– Spring Term

Learning Objective	Activity	Resources
<ul style="list-style-type: none"> • To be able to place the Greeks on a timeline, to develop an understanding of chronology. • To be able to identify and order significant events and people in Ancient Greece. • To be able to locate Greece on a map, and begin to understand the impact of Geography on culture. • To begin to develop a sense of change over time. • To develop a deeper understanding of Sparta, and present information in a humorous way. 	<ul style="list-style-type: none"> • Time travel – use Dr. Who theme tune + images of different periods in History as we return to 800BC. Key question – what clues in the picture helped you identify how long ago it was? • Use resources to research the different city states and the wars between them. • Use atlas skills to find Greece. Look at images on IWB. Different groups research different places – Athens, Rhodes, Sparta, Florina, Kardhitsa. Make postcards from the areas. Discuss / share findings. • Research and identify the differences between Greece then and now. • Sparta group share their knowledge with rest of class. Look at ‘The Groovy Greeks’. Sorting / sifting skills – match ‘Foul Facts’ to headlines. Use the information obtained to write a humorous account of the Spartans. 	<ul style="list-style-type: none"> • Dr Who theme tune + internet images • Internet/ books • Photographs, holiday brochures, atlases. • Internet/ books • The Groovy Greeks

Yr 4 – Invaders and Settlers Spring Term

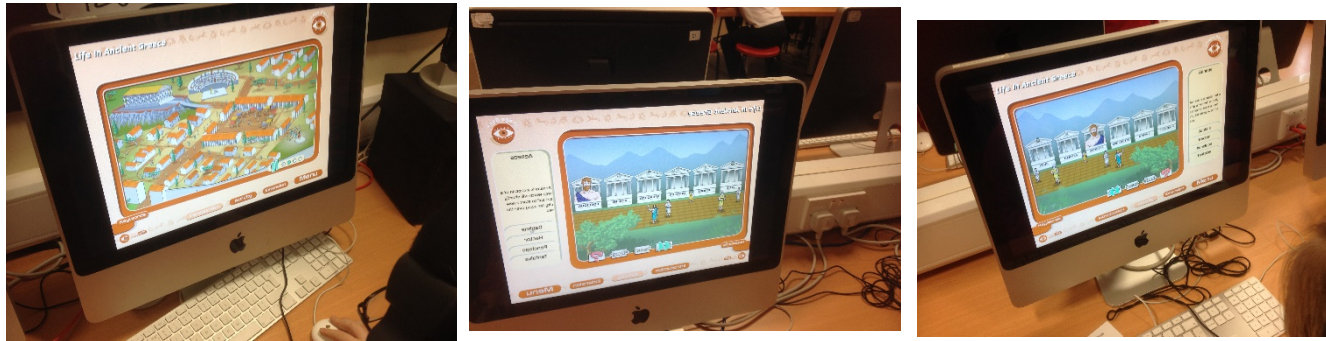
Learning Objective / Key Questions	Activity	Resources
<ul style="list-style-type: none"> • How do we measure time? • Why do people move away from where they are born? • Where did the Anglo Saxons come from? • What have the Anglo Saxons left us? • What do we know about how the Anglo Saxons lived? • Where did the Vikings come from? 	<ul style="list-style-type: none"> • Activate prior understanding, order events on a time line. • Class discussion, worksheet, map and pictures to identify different reasons for invasion. • Recap why they came. Identify the names of the countries today that they came from. Discuss reasons they invaded. Collage map of UK. • Identify Anglo Saxon place names in local area. Read 'Beowulf for Beginners' – ask Anglo Saxon riddles, write own riddles. In later weeks write postcards home describing life in Britain. • Watch DVD on village life, choose a character each, why would you like to be this person? What would their life have been like? Watch Sutton Hoo DVD, investigate what it tells us about how people lived then. Anglo Saxon weaving in Art / DT. • Watch power point, use atlases to identify which areas of the world the Vikings came from. 	<ul style="list-style-type: none"> • Sheet of historical events. • Atlases / maps / Espresso for IWB. • Atlases, 'The Anglo Saxons have Arrived' book, collage materials. • Maps of local area, 'Beowulf for Beginners'. • Sutton Hoo, Anglo Saxon DVDs. Weaving materials. • Power point, atlases.

Year 5 Tudors – Autumn Term

Learning Objective	Activity	Resources
<ul style="list-style-type: none"> • To develop research and group working skills whilst finding out about Henry VIIIth . • To understand the impact of key figures from the Tudor period, why they became famous and their historical legacy. • To understand the significance of the defeat of the Spanish Armada and what life on board ship in Tudor times was like. • To understand what home life was like for children in Tudor times, and the contrast between life for rich / poor children. • To understand what school life was like for Tudor children, and also how they would have filled their leisure time. 	<ul style="list-style-type: none"> • In groups using information texts, internet etc. research about Henry’s life, with particular reference to finding out why he married six times, and the break with Rome. • Research key figures and present their findings. • Use picture stimulus to think about types of ships in Tudor times, investigate Tudor ships and the consequences of defeating the Armada. • Research using information texts etc, focus on the similarities / differences between life then and now. • Work in groups to give a drama presentation about Tudor Life to the rest of the class. • Find out about schools – who went, what they learnt, toys and games etc. – compare with life today and evaluate what they would have enjoyed and disliked about life then. 	<ul style="list-style-type: none"> • Information texts, internet. • As above. • Information texts, internet etc. • As above. • IWB resources, books.

Criteria 3.4

Evidence of history through ICT



Evidence of history through art:



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Bookworms		Ancient Greece		Underground	
Literacy	Narrative	Narrative	Myths and Legends	Reports	Adventure and Recounts	Instructions
Numeracy	<i>Following Primary Framework for Mathematics</i>					
ICT	3a Combining Text and Graphics		3b Manipulating Sound	3e Email	3d Exploring Simulations	3c Databases
Science	Investigations		Materials		Rocks and Soils	Living Things
Art	Key Skills	Autumn	Investigating Patterns		Landscapes	Printing
History		Local Area 1901	Ancient Greece			Industrial Revolution
Geography	Local area				Settlements	Environment
DT			Maze Building		Volcanoes	
PE/Games	Yoga Football	Skipping Netball	Gymnastics – Travel Dance	Gymnastics - Apparatus Tennis	Orienteering Tag Rugby	Rounders Athletics
Music	Play it again		Class Orchestra	Painting with Sound	Animal Magic	Dragon Scales
RE	Harvest	Christmas	Intro to the Bible	Easter	Church	Judaism
P4C	Child led and Topic linked					
Healthy School's Week	Teeth and Eating					
Eco Week	Composting					
Victorian Week	Victorian Schoolroom					

Year 3 Curriculum

Topic-Based Curriculum Map

Outline of discrete and integrated mapping for Years 3-6

This map provides an outline for teaching the National Curriculum with a mix of discrete and integrated subjects. English, mathematics, physical education, languages and computing are taught as discrete subjects. The humanities subjects, art and design, and design and technology are taught through an integrated creative curriculum. These are organised into broad topic areas distributed and balanced throughout a child's school career. Where possible, links are made between all subjects and detailed planning should take into account teaching grammar across all areas. Each topic is driven by a different National Curriculum subject, alongside which other subjects are taught.

Lower Key Stage 2						
Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 3	Who lived in Ancient Britain? (History and Geography)		Meet the Greeks! (History)		What is underneath our feet? (Science)	
Year 4	Why have people invaded and settle in Britain in the past? (History)			TBC (Literacy)	Water worlds (Geography)	
Upper Key Stage 2						
Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 5	How can we rediscover the wonders of Ancient Egypt? (History)		Africa (Geography)		Lights, camera, action! (Computing/ English)	
Year 6	What did Britain battle for in 1940? (History)		Where and when were the Mayans? (History)		Cool Stuff (dictated by children)	

Victorian Week MTP

Victorian Week – Spring Term		
Learning Objective	Activity	Resources
<ul style="list-style-type: none"> • Whole School Events – to immerse children in the atmosphere of Victorian times. • Yr 3 Activities - Who were the Victorians? • To develop an understanding of what Victorian school life was like. • To develop an understanding of the basic facts of Victoria's life. • To begin to develop a sense of historical change over time. 	<ul style="list-style-type: none"> • Recreation of Victorian parlour and scullery in the entrance hall with artefact trail around the items. • Mr Gillespie to read Victorian poetry to the children • Victorian workshops provided by the local interest centre • Victorian assembly. • Investigate 'Ragged Schools' and what a typical Victorian School day was like. Write a letter describing what a day at school was like. List of class rules. 'Copybook' style Copperplate handwriting exercises. Creating silhouettes in art. • Through a timeline and family tree highlight key episodes in Queen Victoria's reign and her family life. • Compare and contrast school life then and now. 	<ul style="list-style-type: none"> • Espresso videos, CD Rom of Victorian times. Black card. • Books / CD / worksheets.

<ul style="list-style-type: none"> • Year 4 – My Life is Hard – Lives of children in Victorian times and the people who helped them. 		<ul style="list-style-type: none"> • Oliver Twist, Hamilton
--	--	--

Primary History Principles

Questioning:

Learning is about asking and answering questions. Questions focus attention, rouse curiosity and interest, elicit views and stimulate discussion.

Challenge:

Challenge pupils to speculate, to debate, to make connections, to select, to prioritise, to persist, in tackling real issues and important questions.

Depth:

Real knowledge demands study in depth. Children's expertise and confidence develop as a result of deep knowledge.

Authenticity:

We do not need to give children Mickey Mouse versions of what we want them to learn. Challenge them with authentic materials.

Economy:

Children will learn more from a few well-chosen resources which they can focus on, than from an unstructured jumble.

Accessibility:

Make learning accessible to all children by starting with what they know and can do, and building on that. Also by finding a key - something they can identify with which will unlock the door to engagement and learning.

Communication:

Topic-Based Curriculum Map

Outline of discrete and integrated mapping for Years 3-6

This map provides an outline for teaching the National Curriculum with a mix of discrete and integrated subjects. English, mathematics, physical education, languages and computing are taught as discrete subjects. The humanities subjects, art and design, and design and technology are taught through an integrated creative curriculum. These are organised into broad topic areas distributed and balanced throughout a child's school career. Where possible, links are made between all subjects and detailed planning should take into account teaching grammar across all areas. Each topic is driven by a different National Curriculum subject, alongside which other subjects are taught.

Lower Key Stage 2						
Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 3	Who lived in Ancient Britain? (History and Geography)		Meet the Greeks! (History)		What is underneath our feet? (Science)	
Year 4	Why have people invaded and settle in Britain in the past? (History)			What inspires Michael Morpurgo? (Literacy)	Water worlds (Geography)	
Upper Key Stage 2						
Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 5	Africa (Geography)		How can we rediscover the wonders of Ancient Egypt? (History)		Lights, camera, action! (Computing/ English)	
Year 6	What did Britain battle for in 1940? (History)		Where and when were the Mayans? (History)		Cool Stuff (dictated by children)	

Key Question	Learning Objectives	Activity Ideas	Differentiation	Resources
What do you know about the Tudors?	I can show my understanding of the Tudors	Mind maps Tudor front cover British / Tudor timeline	Their prior learning	Jotters Front covers Timeline strips
Who was the first Tudor King? What did Henry VII do?	I can retrieve and organise information about historical events.	Reading and information gathering Factfile on Henry VII Biography	Different text levels for the children to retrieve information from.	Jotters Henry VII fact file sheet
Are the colours of the Tudor rose significant?	I understand why the Tudor Rose is red and white. I can write a diary entry from the point of view of a Tudor soldier.	The story of the Battle of Bosworth Field Diagram of the Battle Diary entry as a soldier Make the Tudor Rose	Different text levels for the children to retrieve information from.	Jotters Tudor and Stuarts textbooks Battle of Bosworth Field Text information sheets
What was Henry VIII like as a person? What did Henry VIII do all day?	I can use historical information to understand a historical figure.	Fact file Biography Pop-up booklet	Different text levels for the children to retrieve information from. Different sized pop-up booklets	Jotters Textbooks & Information sheets
Why did Henry VIII have 6 wives?	I can write a fact file about the wives of Henry VIII	Data cards Pull out wives with their info on Timeline and significance	Different text levels for the children to retrieve information from.	Jotters Data cards Paper for pull out wives Textbooks & Information sheets
Why did Henry VIII decide to break from Rome? How did leaving the Catholic Church change England?	I can explain why Henry VIII broke from Rome.	Find Italy on a Europe map Highlight Rome and the Vatican City Booklet in the shape of a church Guided reading	Scaffold sheet. Sentence starts. Writing checklist. Key questions to guide writing.	Jotters Europe map / Italy map Booklets Textbooks & Information sheets
Did marrying Anne Boleyn solve Henry's problems?	I can write a newspaper report on the death of Anne Boleyn.	Portrait of Anne Newspaper report	Scaffold sheet. Sentence starts Writing checklist	Jotters Newspaper articles Textbooks &

Victorian Week Year Group Key Skills Y3/ Y4

Year 3 The Victorians : What was it like to go to school over 100 years ago? Covering work at Level(s):2/3

Subject/Level	Communication Skills	Application of Mathematics	Information Technology	Working with others	Improving own learning and performance	Problem solving
History Local study Level 2/3	<p>*I can recount the experiences of Victorian children going to school</p> <p>*I can use labelled diagrams, recounts, stories, diaries and pictures to tell people what I know</p>	<p>*I use timelines to order events and things that happened in the past</p> <p>*I can work out how many years have past since major events took place</p>	<p>*I use the internet to find out about Victorian schools</p> <p>*I use the computer to give my views about historical figures / events and to describe their lives(effects on people's lives)</p>	<p>*I look at different points of view of the past(children not attending school full time, working for little money)</p>	<p>*I understand that the lives of people of the past were not all the same (rich and poor children)</p> <p>*I am beginning to know that these different types of evidence tell us different things about the past</p>	<p>*I use information to ask and answer questions about events in the past. This investigation goes beyond what I can see (this is called inference and deduction)</p> <p>*I can find out about the past by looking carefully at evidence and I can answer questions</p>

Year 4 The victorians

Covering work at Level(s):2,3,4

Subject/Level	Communication Skills	Application of Mathematics	Information Technology	Working with others	Improving own learning and performance	Problem Solving
History The Victorians Levels 2/3/4	<p>*I can recount the experiences of Victorian children going to work</p> <p>*I can use labelled</p>	<p>*I use timelines to order events and things that happened in the past</p> <p>*I can work out how many years have</p>	<p>*I use the internet to find out about Victorian children</p> <p>*I use the computer to give my views about</p>	<p>*I look at different points of view of the past(children not attending school full time, working for little money)</p>	<p>*I understand that the lives of people of the past were not all the same (rich and poor children)</p> <p>*I am beginning to</p>	<p>*I use information to ask and answer questions about events in the past. This investigation goes beyond what I can see (this is called</p>

Leadership

The Assessors agreed that leadership was a particular strength of the school and exceeded the Quality Mark Criteria for 'Gold'.

The History Coordinator has a very clear vision on where she is taking the Teaching and Learning in History. She has an excellent understanding of the school's strengths and where they need to focus next to continue this improvement.

**Knowsley Junior School
Stoneleigh Road
Springhead
Oldham
OL4 4BH**



Telephone: 0161 633 4433

School Website: www.knowsley.oldham.sch.uk

Headteacher

Miss V Payne BSc, PGCE

Dear Parent

Thank you for the huge response to our history survey carried out last term. It was very pleasing to hear that our children enjoy their learning in history and the educational visits available to them. We have analysed your comments and will ensure that these, along with those collected from the pupils, will be addressed as we prepare for the new academic year.

Many responses highlighted the unfamiliarity with the term history standards and what they mean for the children. The new National Curriculum set out that children in for Key Stage 2 should:

- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

We are also aware that many of our children's family members have a depth of knowledge which would greatly support our history curriculum, whether it be changes in the locality, personal research or qualifications within a particular area of history. We would be grateful if you would be prepared to visit a class in order to speak about

Saddleworth Independent following Year 3 Greek Workshop.



PUPILS got the chance to be Ancient Greeks for the day. Year 3 pupils at Knowsley Junior School, Springhead, took part in a workshop all about Ancient Greece — and they certainly looked the part.

The youngsters re-enacted Greek myths and legends, took part in the demonstration of weapons and armour, held a mini Olympic Games and were educated on the great battle of the Guagamele between Alexander the Great and King Darius.

The educational insight was provided by history workshop group Portals to the Past, a team of educators, archaeologists and stars of BBC's "Horrible Histories".

Pictured, back, Knowsley Junior

Grecian learn...

School teacher Liz Sharples and Portals to the Past worker Stua Davies. Front, from left, pupils Es Richards, Mackenzie Ludder, Jacques, Lucas Emmerson and Pop Naylor-Bousted.

**Knowsley Junior School
Stoneleigh Road
Springhead
Oldham
OL4 4BH**



Telephone: 0161 633 4433

School Website: www.knowsley.oldham.sch.uk

Headteacher

Miss V Payne BSc, PGCE

7th January 2014

Dear Parent

We are inviting children in Year 5 and 6 to enter a national Historical Fiction Competition run by the Historical Association.

The children can set their stories in any period or place in the past they choose.

The rules are as follows:

- Entries may be word-processed or handwritten.
- The story may be illustrated.
- There is no word count.
- Each entry must be submitted with an entry form (find attached).
- Entries must be handed in to Miss Sharples by Friday 31st January 2014.

For the best individual story, winning students will each receive a cash prize of £25 and an engraved Bath Aqua Blue glass paperweight. In addition, this year there is a brand new category for the best fictional historical character in a convincing historical setting.

For more information and to read past primary winning entries please visit www.history.org.uk/resources/primary_resources_245.html



HEAD teacher Vanessa Payne plays a strict Victorian head mistress, with teacher Stephen Potts as a school master from the same period. They are pictured with pupils Emma Conway (nine), dressed as a house maid; Kain Hurst-Conroy (11), as a chimney sweep; and Ben Harrot (10), as a child worker

Pupils travel back in time

PUPILS at Knowsley school took a trip down memory lane when they took part in a Victorian week.

by **ROBBIE GILL**

Teachers organised the event to bring the past to life and allow children to experience at first hand the changes in education and culture over the past century.

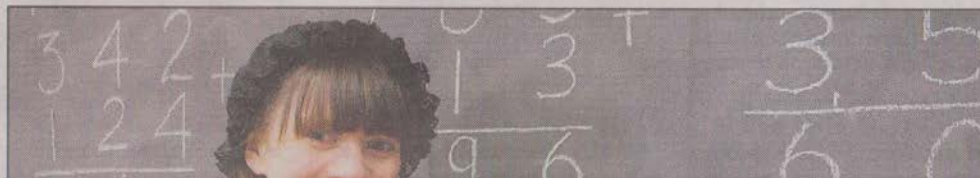
said: "We have all enjoyed our whole school Victorian week.

Pupils were taught about different aspects of the Victorian era including the life of children, education and local history.

"Children learned about their local history and the impact of the cotton trade on Oldham.

History co-ordinator Liz Sharples

"The week culminated in a full Victorian school day where everyone dressed up and behaved as they would have done at the time. The whole week was a big success."



Status of History in general at Knowsley Junior School:

Six out of our twelve school curriculum topics have history as their main driver, this ensures that the subject remains high profile throughout the academic year and there are current displays in both classrooms and corridors. In addition, many class assemblies, to which parents are invited have an historical focus as they focus on the topic and learning the children have been undertaking throughout the previous few weeks.

As well as annual services of remembrance, staff often choose to link their own weekly assemblies to dates and people of historical importance; Black History Month, Bonfire Night, D Day, Fall of the Berlin Wall, Battle of Hastings, Marie Curie, Isaac Newton etc. The history coordinator always links her assembly to history.

Commemorative and theme weeks are always accompanied by a competition or challenge for pupils to undertake at home (Victorian Week/ Remembrance Day) as well as enabling children to submit entries for appropriate Historical Association competitions.

Children in Need 2013 was themed around the 1950s and the whole school community where encouraged to dress up and take part in contemporary activities for a donation. The event was covered by the local newspaper and was included on our school website.

**Children in Need
2013**

Go Grease Lightning

PUPILS AND staff teamed up at Knowsley Junior School in style for a 50th and 60th themed Children in Need Day.

Pink Ladies and T-Birds swarmed the classroom along with a few mini Elvis Presleys – as children paid £1 to swap their uniforms for glamor and More funds were raised from events and activities including a cake sale, a penalty shootout, hula-hooping and a hand jax class.

And a competition to see who could collect the most copper coins was won by Year Five.

Some pupils even organised their own activities including 'Name the Zippy' by a Year Four pupil and a sponsored silence by a Year Five student.

Organised by Miss Liz Sharples and Mrs Alex Martinson for around 350 pupils, the event is held annually along with other days in support of Comic Relief and Unicef.

Mrs Martinson said: "Over ten years we have raised around £7,000 in total as a school, which we think is fantastic.

"The children do a lot themselves and if they didn't get involved we wouldn't raise anything. They are so good at organising things and it's a massive day for them.

Next, pupils will be taking part in Operation Christmas Child to send shoeboxes to children overseas, and will be wrapping up warm for 'Christmas jumper day' on December 13.

New

- Remembrance

< October >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1						
5	6	7	8			
12	13	14	15			
19	20	21	22			
26	27	28	29			

Events

Today

- School closes

Tomorrow

- School closes

Wednesday, 29

- School closes

Thursday, 30

- School closes

Friday, 31

- School closes

**Knowsley Junior School
Stoneleigh Road
Springhead
Oldham
OL4 4BH**



Telephone: 0161 633 4433
School Website: www.knowsley.oldham.sch.uk

Headteacher
Mrs J. Goodwin BA, PGCE

Victorian Saddleworth History

This is your opportunity to research Springhead and Saddleworth and share what you can discover about our past. Entries will be judged by the curator of Saddleworth Museum, and there will be a winner in each category.

- **Lower Juniors – Year 3 and 4**

Choose from the following:

Draw and describe a Victorian building in Saddleworth.

Do you know what it was once used for? What is it used for now? What materials is it built from? Who lived or worked there?

OR

A poster about nineteenth century transport.

How would you have travelled to and around Saddleworth in Victorian times? How long would it have taken? Can you compare these ways of travelling with modern transport? Think about canals, railways, packhorse and cart, turnpike roads.

- **Upper Juniors - Year 5 and 6**

Describe one of the following topics in your own words and pictures:

1. **chronological understanding;**
2. **knowledge and understanding of events people and changes in the past;**
3. **historical interpretations;**
4. **historical enquiry;**
5. **organisation and communication.**

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> <input type="checkbox"/> Pupils should be given opportunities to develop an awareness of the ways in which the past is different from the present. 	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils should be given opportunities to develop an awareness of the characteristics of different periods in the past from the earliest times to the present, <input type="checkbox"/> and the way in which periods of history are different from each other. <input type="checkbox"/> They should be taught about the ways of life of different people in these periods of history, drawing on important developments, key events and notable people in their locality and Britain.
<ul style="list-style-type: none"> <input type="checkbox"/> They should be taught to develop an awareness of chronology, <input type="checkbox"/> of different types of historical sources, <input type="checkbox"/> and to communicate their knowledge and understanding in a variety of ways. 	<ul style="list-style-type: none"> <input type="checkbox"/> They should be helped to develop their understanding of chronology, <input type="checkbox"/> to use a range of historical sources, including representations and interpretations of the past, <input type="checkbox"/> and to organise and communicate their knowledge, understanding and skills in an increasing variety of ways.

Range of levels within which the majority of pupils are expected to work

Key stage 1 1–3
Key stage 2 2–5

Expected attainment for the majority of pupils at the end of the key stage

at age 7 2
at age 11 4

Portfolio - The Historical Ass... x Geography and history netw x

fc.oldhamlea.org.uk/Login/FAV1-0000D384/1052F34D3?DF0=0

Apps Display and Resource ... TES etc General Planning School Literacy sites Maths sites Topic Planning Songs Bills Interactive timer Shopping Online Stopwatch 3 - lambeth7 darren m...

Logout

History

Reply

Reply All

Reply Sender

Reply To Conference

Forward

Print

Geography and history network meeting

Desktop • History_Conf • Geography and history network meeting

From: D Halley (SS Aidan & Oswalds) Thursday, February 13, 2014 8:43 AM -0000

Subject: Geography and history network meeting

To: All Users Conferences Conf Geography Conf History Conf

Hi,

There will be a humanities network meeting at Ss Aidan & Oswald's RC Primary on Monday 3rd March from 3:45-5pm. Please contact me directly or ring the school if you are planning to attend.

Below is the agenda.

Thanks
Debs Halley

Agenda

- Welcome and introductions
- Main changes to your subject under the New Curriculum
- Self review
 - What do you know already?
 - What do you need to know further?
 - What can you offer?
- Good practice
 - Please bring an example of what good practice looks like or something that has been helpful in implementing the new curriculum
- Focus of future meetings

start Section 2 romans and tudors [...] Greece and war [Co... Geography and histor... EN 13:28

Minutes from Humanities Network Meeting 1

Monday 3rd March 2014 @ Ss Aidan & Oswald RC Primary, 3:45-5pm

	School	Present/Apologies
Halley	Ss Aidan & Oswalds	Present
Hindley	Springhead	Present
Hitz	Springhead	Present
Ken	St Anne's Royton	Apologies
Wainwright	Crompton Primary	Present
Moore	Crompton Primary	Apologies
Hales	Knowsley	Present
Dotts	Knowsley	Present
Linor	St Chad's	Present
Preece	Glodwick	Present
McAmenly	Littlemoor	Apologies
orris	Beal Vale Primary	Present
Wendham	Wernerth Primary	Present
Haw	St Hugh's	Present
Hems	Stanley Road	Present
Brierley	Alex Park	Apologies
Huson	St Margaret's	Apologies
Han	Leesfield	Apologies
Hutterworth	Friezland	Apologies

1. Welcome and introductions

Jenny welcomed everybody and explained that an audit completed by the curriculum hub indicated there was a need within the authority to re-establish network meetings. Humanities was chosen as one of the first networks to re-establish as geography

OLD CURRICULUM KS2 BREADTH OF STUDY	NEW CURRICULUM KS2 BREADTH OF STUDY
<p>During the key stage, pupils should be taught the Knowledge, skills and understanding through a local history study, three British history studies, a European history study and a world history study.</p> <p>Local history study A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.</p> <p>British history In their study of British history, pupils should be taught about: the Romans, Anglo-Saxons and Vikings; Britain and the wider world in Tudor times; and either Victorian Britain or Britain since 1930 aspects of the histories of England, Ireland, Scotland and Wales, where appropriate, and about the history of Britain in its European and wider world context, in these periods.</p> <p>Romans, Anglo-Saxons and Vikings in Britain An overview study of how British society was shaped by the movement and settlement of different peoples in the period before the Norman Conquest and an in-depth study of how British society was affected by Roman or Anglo-Saxon or Viking settlement.</p> <p>Britain and the wider world in Tudor times A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.</p> <p>Victorian Britain or Britain since 1930 Teachers can choose between a study of Victorian Britain or Britain since 1930.</p> <ul style="list-style-type: none"> • Victorian Britain <p>A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society.</p> <ul style="list-style-type: none"> • Britain since 1930 <p>A study of the impact of the Second World War or social and technological changes that</p>	<p>Pupils should be taught about:</p> <p>changes in Britain from the Stone Age to the Iron Age This could include:</p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae <input type="checkbox"/> Bronze Age religion, technology and travel, e.g. Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture <p>The Roman Empire and its impact on Britain This could include:</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, e.g. Boudica • Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>Britain's settlement by Anglo-Saxons and Scots This could include:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include:</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 <p>a local history study</p>

History Subject Tracker 2013/2014

Success Criteria:

- To ensure that History's educational potential and its relevance to the skills agenda are understood by staff.
- To raise pupils' achievement in History through effective learning opportunities and the demonstration of History's relevance to their own lives and future.

For History to be integrated into the curriculum in order to provide a cohesive and meaningful learning experience for all pupils. History needs to be relevant to the children's own reality, with events/people placed into the bigger picture. To use historical enquiry to develop thinking and problem solving skills which can be applied across the curriculum. Evidence for assessment to be recorded in a range of ways.

Autumn Term 1	Autumn term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Ensure that each year group has integrated a history focussed topic into their long term plan.</p> <p>Investigate and begin to gather ideas about the revised History curriculum</p>	<p>Implement some ideas from HA with my class (case study) to ascertain their effectiveness – do they teach chn the skills to be effective historians? CRITICAL THINKING</p> <p>History Quality Mark Audit</p> <p>School Council Questionnaire</p> <p>Ongoing collection of evidence of history throughout school</p>	<p>Share with staff so they feel more comfortable assessing children in History.</p> <p>Victorian Week 6.1.14 <i>Collect assessed work HA/MA/LA/SEN per year group</i></p> <p>Monitor assessment of History across the school.</p> <p>History subject survey on website</p> <p>Gather evidence for history mark</p>	<p>Collate data from pupil website survey</p> <p>Parent history subject survey – questionnaire paper copy</p> <p>Network meeting re new curriculum</p>	<p>Implement comments from pupils and parents into new curriculum design</p> <p>Collect work from staff and create humanities display of chn's work from across the school?</p> <p>Research possible new resources needed – training?</p>	<p>Ensure IMPACT is made on children's learning.</p> <p>Share ideas of topics to be implemented next year – impact on planning/assessment arrangements</p>
<p>Monitoring: Share with Geography coordinator SPotts</p>	<p>Monitoring:</p>	<p>Monitoring:</p>	<p>Monitoring:</p>	<p>Monitoring: ES – reflect upon impact of enquiry and investigation sessions in Y3 and chn's knowledge. Evaluate chn's knowledge – would they approach questions differently/look deeper?</p>	<p>Monitoring: Evaluation Meeting:</p>
<p>Funding Implications:</p>				<p>Resources new curriculum Training</p>	

Position Statement:

- Breadth of study covered throughout school and history is fully integrated and embedded into the curriculum
- History is not being assessed as a discrete subject consistently
- Teacher directed and independent learning needs to be more balanced
- Not all children understand chronology and can place historical episodes into a long term narrative. They do not have an overview.

Action	Impact	Next Steps
<ul style="list-style-type: none"> • Staff asked to share a selection of their topic books to see how assessment is carried out. • Assessment materials rewritten to enable ease of use for staff – more regular assessment • LS CPD to discover new, engaging ways to teach subjects • Working with Historical Association as a pilot school for the new Primary History Quality Mark <ul style="list-style-type: none"> ○ Links made between pilot schools to share good practice ○ Staff training materials being prepared • School council asked to complete questionnaires about teaching methods/topics • Create whole school chronological history display • Dedicated history page added to website 	<ul style="list-style-type: none"> • Assessment materials created to ensure ease of use to assess history skills • Staff will assess as discrete subject consistently • Methods and ideas collated • History high on agenda • Full audit of subject carried out • Good practice shared • Topics can be modified to ensure lessons are relevant and engaging • Children can see connections/ links between periods • Children follow up learning at home 	<ul style="list-style-type: none"> • Assess impact through data analysis • Share with staff • Evidence gathering • Provide HA with case study materials • Staff training • Weave children’s ideas into new curriculum • Assess impact via pupil voice/assessment • Keep up to date and relevant
Training	Impact	Next Steps

Position Statement:

- Breadth of study covered throughout school and history is fully integrated and embedded into the curriculum
- Assessment materials created to track children through KS2
- Network meetings attended to research new curriculum/ make links with other schools
- Evidence gathering for pilot History Mark

Action	Impact	Next Steps
<ul style="list-style-type: none"> • Assessment materials created – implemented during Victorian Week • Assessment materials able staff to assess as discrete subject • LS CPD to discover new, engaging ways to teach subjects – test with 3S, then roll out across Y3 • Working with Historical Association as a pilot school for the new Primary History Quality Mark <ul style="list-style-type: none"> ○ Links made between pilot schools to share good practice ○ Staff training materials being prepared • School council completed questionnaires about teaching methods/topics • Parental survey sent home to inform future planning • Dedicated history page added to website • Attended first humanities network meetin 	<ul style="list-style-type: none"> • Levels across can the school can be recorded and key children tracked • Tracking sheets created to confirm levels of children across topic areas • Children have had the opportunity to develop skills of enquiry and investigation • History high on agenda <ul style="list-style-type: none"> ○ Full audit of subject carried out ○ Good practice shared • Topics can be modified to ensure lessons are relevant and engaging • Thoughts and views collated – what can we do better? Scrutinise by year group • Children follow up learning at home • Sharing good practice/ ideas 	<ul style="list-style-type: none"> • Follow highlighted children through KS2 • Tracking sheets created to confirm levels of children across topic areas • Share with staff and roll out across KS2 • Evidence gathering • Provide HA with case study materials • Staff training • Weave children’s ideas into new curriculum • Assess parental views and incorporate into new curriculum where possible • Keep up to date and relevant • Meet 1st May to discuss local places of interest, resources for NC2014

Subject Leader Self Evaluation Summary

Subject: History	Leader:	Date: September 2013
-------------------------	----------------	-----------------------------

<p>Strengths</p> <p>LT plan offers a wide programme of study Staff enthusiasm/knowledge Some teaching is outstanding</p> <p>LS: Want success, optimistic Self awareness Determination Enthusiastic Subject knowledge</p>	<p>Next steps</p> <p>Ensure staff are confident in their subject knowledge – less reliance on worksheet based lessons.</p> <p>Ensure history is the core, not reading comprehension exercises.</p> <p>Ensure staff are adhering to LT plan – not ‘dragging’ out subject.</p> <p>No repetition across school.</p> <p>Move attention away from factual knowledge of a unit towards skills required to be an historian = worthwhile topic</p> <p>Historical texts and fiction implemented into guided reading programme? Explore <i>AF7</i>, which relates texts to their social, cultural and historical contexts and literary traditions.</p>
<p>Outcomes: standards</p> <p>Questioning: Questions focus attention, rouse curiosity and interest, elicit views and stimulate discussion.</p> <p>Challenge: challenge pupils to speculate, to debate, to make connections, to select, to prioritise, to persist, in tackling real issues and important questions.</p> <p>Depth: real knowledge demands study in</p>	<p>Progress children make</p> <p>Children have experience of different periods.</p> <p>Children have experience of world and local history.</p> <p>Children can compare and contrast, and see history in a wider context.</p> <p>Children develop a sense of identity through learning about Britain and the wider world.</p>

10/03/2014

SWOT ANALYSIS
History 2013/14

Strengths <ul style="list-style-type: none">• We achieve good results at the end of KS2 in history• We have a wide range of secondary source material in school• We have staff with a good subject knowledge of history	S	W	Weaknesses <ul style="list-style-type: none">• Primary source resources• Gaps in staff knowledge with regards to new curriculum 2014
Opportunities <ul style="list-style-type: none">• New curriculum• Linking humanities through new long term plan	O	T	Threats <ul style="list-style-type: none">• Time implications• Staff apathy

SWOT ANALYSIS
Primary factors

S Strengths <ul style="list-style-type: none">• Experience, knowledge• Geographical advantage, location• Source material for current breadth of study	W Weaknesses <ul style="list-style-type: none">• Source material• Gap in experience, knowledge
O Opportunities <ul style="list-style-type: none">• New ways of teaching and learning	T Threats <ul style="list-style-type: none">• Staff time/apathy

Lesson Observation Form

Teacher: Mrs Gresty	Subject: Topic/ Literacy	AUTUMN / SPRING / <u>SUMMER</u> Date: Thursday 8th May 2014
Observer: Liz Sharples	Year Group: 4	LO: To understand the main events of the first moon landing
No. of Additional Staff and how used: Miss Smith to support LA group		
Observation Focus: Children's understanding of chronological order		
Areas of strength: <ul style="list-style-type: none">• Well differentiated lesson – differentiated by support and resources• Challenging for HA children – really needed to think about the order of events by reading statements and using clues. No dates/ times were provided to support and summary needed to be written in their own words.• Effective planning• Use of sources (images) used well to show events• Accurate use of subject vocabulary• Children engaged in their learning		
Areas for Development: <ul style="list-style-type: none">• Are ALL children secure with the term chronological?• Will the event be placed into a wider context of time?• Can they compare the use of space technology between then and now?• Will children have the opportunity to uncover what the result of the USA reaching the moon was?		

Support of Staff:

Following the Staff Survey for the new history curriculum a number of resources and staff meetings were put into place.

2013/ 2014

- SWOT analysis of new curriculum in staff meeting to identify areas to focus on
- Medium term plans produced by history coordinator for new history topics; staff meeting held to allow for feedback from year groups and amendments to be made
- Visit to local education bookshop (Madeline Lindley) with English coordinator to purchase historical fiction and non-fiction to support new topics

2014/ 2015

- INSET day before start of autumn term to inform staff of major changes to new curriculum and to hand out finalised medium term plans
- Discussion with year group leaders and new members of staff to ensure they are comfortable with the plans and the topics they are teaching
- Visit to bookshop to purchase further resources
- 'History Teacher Pack' produced and handed out during history skills staff meeting. Pack includes new assessment procedures, short term enquiry formats and information sheets about topics

January 2015

- Analysis of autumn term topics; is there anything that didn't work? New ideas etc.
- Observations of new staff members (Year 3,5 and 6)

CPD Programme

Over the course of my time as History Subject Leader I have completed a course in Subject Leadership through the National Teaching School.

I regularly attend Oldham Humanities Network meetings to share ideas and resources with other schools.

Minutes from Humanities Network Meeting 1

Monday 3rd March 2014 @ Ss Aidan & Oswald RC Primary, 3:45-5pm

	<i>School</i>	<i>Present/Apologies</i>
<i>Halley</i>	<i>Ss Aidan & Oswalds</i>	<i>Present</i>
<i>Windle</i>	<i>Springhead</i>	<i>Present</i>
<i>Wedge</i>	<i>Springhead</i>	<i>Present</i>
<i>Wen</i>	<i>St Anne's Royton</i>	<i>Apologies</i>
<i>Wainwright</i>	<i>Crompton Primary</i>	<i>Present</i>
<i>Moore</i>	<i>Crompton Primary</i>	<i>Apologies</i>
<i>Wales</i>	<i>Knowsley</i>	<i>Present</i>
<i>Potts</i>	<i>Knowsley</i>	<i>Present</i>
<i>Wlinson</i>	<i>St Chad's</i>	<i>Present</i>
<i>Preece</i>	<i>Glodwick</i>	<i>Present</i>
<i>McAvenly</i>	<i>Littlemoor</i>	<i>Apologies</i>
<i>Wris</i>	<i>Beal Vale Primary</i>	<i>Present</i>
<i>Wendham</i>	<i>Werneth Primary</i>	<i>Present</i>
<i>Wshaw</i>	<i>St Hugh's</i>	<i>Present</i>
<i>Wams</i>	<i>Stanley Road</i>	<i>Present</i>
<i>W. Brierley</i>	<i>Alex Park</i>	<i>Apologies</i>
<i>W. Gibson</i>	<i>St Margaret's</i>	<i>Apologies</i>
<i>W. van</i>	<i>Leesfield</i>	<i>Apologies</i>
<i>W. Butterworth</i>	<i>Friezland</i>	<i>Apologies</i>

Prior to the implementation of the new curriculum, I undertook a staff subject knowledge audit, this gave me a clear overview of each teacher's topic knowledge and the level to which they studied history. Using the results of the audit I was able to deliver INSET training that was applicable to the

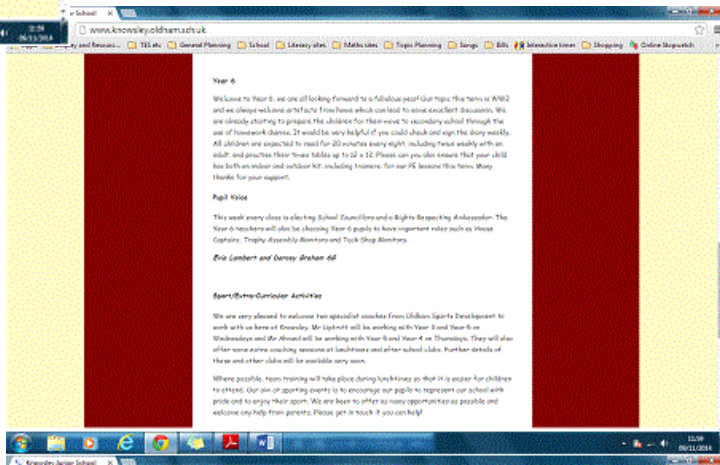
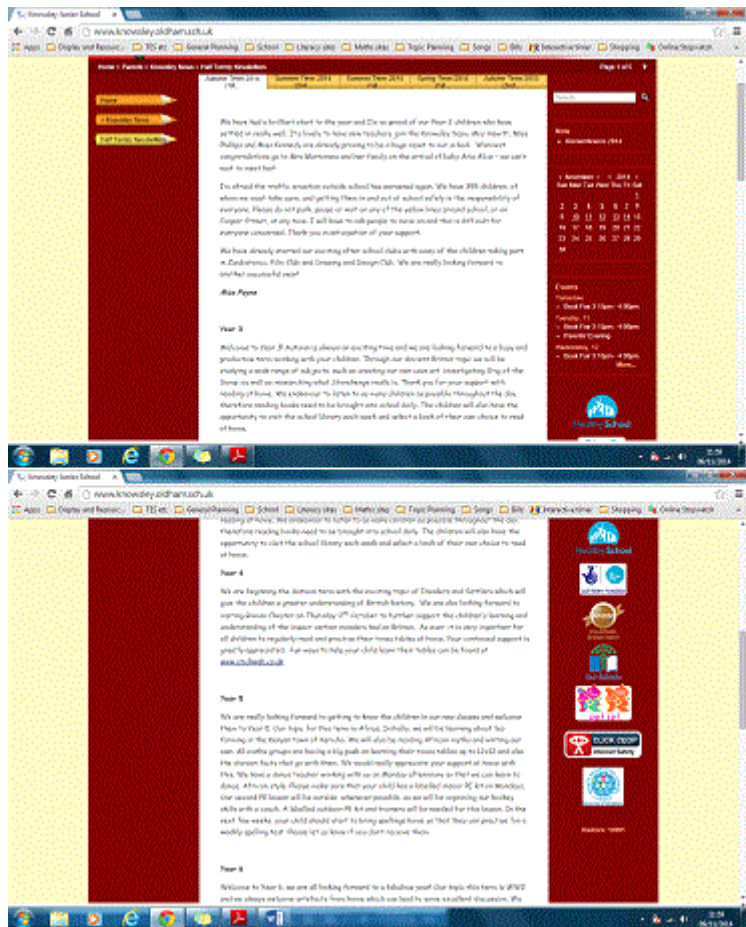
History 2014

Knowsley Junior School

History Handbook



- Principles of history in our school
- Studying objects and artefacts





Telephone: 0161 633 4433
School Website: www.knowsleyoldham.sch.uk

Headteacher
Miss V Payne BSc, PGCE

5th March 2014

Dear Parent

We are undertaking a self-evaluation of history in our school. To help us in that evaluation, we would be very grateful for your views and opinions on the matters in the questionnaire below. The questionnaire should take around 5 minutes to complete. Please return it to your child's class teacher by Friday 28th March. The questionnaire is anonymous and all responses will be treated confidentially.

Please circle:
My child is in Y3 Y4 Y5 **Y6**

	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
My child enjoys the topics taught at school.	<input checked="" type="checkbox"/>				
My child enjoys the historical topics taught in school.		<input checked="" type="checkbox"/>			
Teaching of history is good in the school.	<input checked="" type="checkbox"/>				
My child has an awareness of the past.		<input checked="" type="checkbox"/>			
My child has the opportunity to experience historical trips and visits.	<input checked="" type="checkbox"/>				
My child understands what history is.	<input checked="" type="checkbox"/>				
My child has a good grounding in British history.	<input checked="" type="checkbox"/>				
My child can explain what chronology is.		<input checked="" type="checkbox"/>			
I have a good subject knowledge of history.		<input checked="" type="checkbox"/>			

Are there any ways that the school could help your child further in the study of history?
**MORE HISTORICAL TRIPS
MORE INFORMATION RE: HISTORICAL BELIEFS / PERCEPTIONS + DIFFERING OPINIONS.**

How effective are we at involving parents in history standards in our school?
GOOD

Any other comments or suggestions
HAPPY WITH SUBJECT TEACHING

Thank you for completing this questionnaire



Telephone: 0161 633 4433
School Website: www.knowsleyoldham.sch.uk

Headteacher
Miss V Payne BSc, PGCE

5th March 2014

Dear Parent

We are undertaking a self-evaluation of history in our school. To help us in that evaluation, we would be very grateful for your views and opinions on the matters in the questionnaire below. The questionnaire should take around 5 minutes to complete. Please return it to your child's class teacher by Friday 28th March. The questionnaire is anonymous and all responses will be treated confidentially.

Please circle:
My child is in Y3 Y4 Y5 **Y6**

	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
My child enjoys the topics taught at school.	<input checked="" type="checkbox"/>				
My child enjoys the historical topics taught in school.	<input checked="" type="checkbox"/>				
Teaching of history is good in the school.	<input checked="" type="checkbox"/>				
My child has an awareness of the past.	<input checked="" type="checkbox"/>				
My child has the opportunity to experience historical trips and visits.	<input checked="" type="checkbox"/>				
My child understands what history is.	<input checked="" type="checkbox"/>				
My child has a good grounding in British history.	<input checked="" type="checkbox"/>				
My child can explain what chronology is.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
I have a good subject knowledge of history.	<input checked="" type="checkbox"/>				

Are there any ways that the school could help your child further in the study of history?
A time line to know where periods/events/characters in history fit in. More visitors.

How effective are we at involving parents in history standards in our school?
We know about it + bit in detail. We want a broad + balanced curriculum which is stimulating + taught well - how much more do we need?

Any other comments or suggestions

Thank you for completing this questionnaire



Telephone: 0161 633 4433
School Website: www.knowsleyoldham.sch.uk

Headteacher
Miss V Payne BSc, PGCE

3rd March 2014

Dear Parent

We are undertaking a self-evaluation of history in our school. To help us in that evaluation, we would be very grateful for your views and opinions on the matters in the questionnaire below. The questionnaire should take around 5 minutes to complete. Please return it to your child's class teacher by Friday 28th March. The questionnaire is anonymous and all responses will be treated confidentially.

Please circle:
My child is in Y3 Y4 **Y5** Y6

	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
My child enjoys the topics taught at school.		<input checked="" type="checkbox"/>			
My child enjoys the historical topics taught in school.	<input checked="" type="checkbox"/>				
Teaching of history is good in the school.	<input checked="" type="checkbox"/>				
My child has an awareness of the past.	<input checked="" type="checkbox"/>				
My child has the opportunity to experience historical trips and visits.		<input checked="" type="checkbox"/>			
My child understands what history is.	<input checked="" type="checkbox"/>				
My child has a good grounding in British history.		<input checked="" type="checkbox"/>			
My child can explain what chronology is.		<input checked="" type="checkbox"/>			
I have a good subject knowledge of history.		<input checked="" type="checkbox"/>			

Are there any ways that the school could help your child further in the study of history?



Telephone: 0161 633 4433
School Website: www.knowsleyoldham.sch.uk

Headteacher
Miss V Payne BSc, PGCE

3rd March 2014

Dear Parent

We are undertaking a self-evaluation of history in our school. To help us in that evaluation, we would be very grateful for your views and opinions on the matters in the questionnaire below. The questionnaire should take around 5 minutes to complete. Please return it to your child's class teacher by Friday 28th March. The questionnaire is anonymous and all responses will be treated confidentially.

Please circle:
My child is in Y3 Y4 **Y5** Y6

	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
My child enjoys the topics taught at school.		<input checked="" type="checkbox"/>			
My child enjoys the historical topics taught in school.	<input checked="" type="checkbox"/>				
Teaching of history is good in the school.	<input checked="" type="checkbox"/>				
My child has an awareness of the past.	<input checked="" type="checkbox"/>				
My child has the opportunity to experience historical trips and visits.		<input checked="" type="checkbox"/>			
My child understands what history is.	<input checked="" type="checkbox"/>				
My child has a good grounding in British history.		<input checked="" type="checkbox"/>			
My child can explain what chronology is.		<input checked="" type="checkbox"/>			
I have a good subject knowledge of history.		<input checked="" type="checkbox"/>			

Are there any ways that the school could help your child further in the study of history? **No**

**Knowsley Junior School
Stoneleigh Road
Springhead
Oldham
OL4 4BH**



Telephone: 0161 633 4433
School Website: www.knowsley.oldham.sch.uk

Headteacher
Miss V Payne BSc, PGCE

3rd March 2014

Dear Parent

We are undertaking a self-evaluation of history in our school. To help us in that evaluation, we would be very grateful for your views and opinions on the matters in the questionnaire below. The questionnaire should take around 5 minutes to complete. Please return it to your child's class teacher by Friday 28th March. The questionnaire is anonymous and all responses will be treated confidentially.

Please circle:

My child is in Y3 Y4 Y5 Y6

	<i>Strongly agree</i>	<i>Agree</i>	<i>Don't know</i>	<i>Disagree</i>	<i>Strongly disagree</i>
My child enjoys the topics taught at school.					
My child enjoys the historical topics taught in school.					
Teaching of history is good in the school.					
My child has an awareness of the past.					
My child has the opportunity to experience historical trips and visits.					
My child understands what history is.					
My child has a good grounding in British history.					
My child can explain what chronology is.					

Parent Survey Evaluation

On the 3rd March 2014, a survey was sent out to parents to ask them about their child's history education at Knowsley Junior School. Part of the survey was tick box and the other open ended questions about the effectiveness of the teaching.

We received 126 responses out of a possible 360, a total of 35%.

The majority of respondents stated Strongly Agree or Agree to the statements. Point 8, *'my child can explain what chronology is'*, gained a variety of responses across the board. This was not entirely unexpected as we are aware that children are not secure with chronological order and are looking to address this through our teaching.

Of the parents who completed the open ended questions, many requested more historical trips be offered. Whilst this is preferable, the cost is a barrier to some and we do not wish to place further pressure on our families. We will, however, be looking to organisations such as Portals to the Past, who can hold a workshop in school, thus reducing costs.

Parents are unsure of what is expected of their child in the subject and many wish to be more actively engaged within our topics in school.

We are pleased with the overall opinion of our parents towards the teaching of history, but will work to address obvious concerns. Initially, an information sheet will be sent home to inform about history standards and the upcoming changes with the new curriculum. Further to this, a request will be made to parents who have knowledge/ skills/ contacts within the local community who would like to be more involved with our school.

We will repeat this exercise in the new academic year to assess impact.

4.) Achievement

The Assessors agreed that the achievement of students met the Quality Mark Criteria for 'Gold'.

The evidence observed, in conjunction with the portfolio demonstrated that the children develop very good historical skills and knowledge.

	Year 3 Assessment 2013/2014					
	<u>Ancient Greece</u>					
1	Who were the ancient Greeks?					
2	How do we use ancient Greek ideas today?					
	% at each level:					
1	3JG	3S	3P		Overall as Year	
WTL3	83%	67%	84%		79%	
L3	10%	30%	10%		16%	
WTL4	7%	3%	6%		5%	
	% at each level:					
2	3JG	3S	3P		Overall as Year	
WTL3	79%	73%	71%		75%	

Why have people invaded and settled in Britain in the past? A Roman case study

Pupils Names	Expectations
	<p>Most children will: demonstrate knowledge and understanding of why people leave their homeland to settle in another country; use a range of information to ask and answer questions about events related to Roman Britain; show knowledge and understanding of why Boudicca led a revolt, what happened and some of the results; know that an event can be interpreted in different ways; know about aspects of life in Celtic and Roman Britain; present information they have researched, using the terminology appropriate to the period</p>
	Working at level 3
	<p>Some children will not have made so much progress and will: recognise that the Roman period was a long time ago; recall some details about Boudicca; identify some of the ways the Romans changed Britain</p>
	Working towards level 3
	<p>Some children will have progressed further and will also: use the time conventions BC and AD to locate the dates of the Roman invasions and occupation; list, in order of importance, the reasons for and results of Boudicca's revolt; explain why Boudicca and the revolt are interpreted in different ways</p>
	Working towards level 4

Attainment Target
<p>Level 3 - Pupils show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes.</p>

Teachers Comment
<p>Chn could access primary and secondary sources to help them answer questions about Roman Britain and to investigate life in Celtic and Roman Britain. WTL3 Chronology posed an issue for some.</p>

Year 5 Assessment 2013/2014

1 What was the effect of Tudor exploration

2 What were the differences between the lives of rich and poor

3 Why did Henry VIII marry six times?

% at each level:

1	5PM	5C	5AM	Overall as Year Group
WTL4	63%	34%	21%	39%
L4	37%	66%	79%	61%
WTL5	0%	0%	0%	0%

% at each level:

2	5PM	5C	5AM	Overall as Year Group
WTL4	52%	30%	25%	35%
L4	48%	70%	71%	64%
WTL5	0%	0%	4%	1%

% at each level:


3	5PM	5C	5AM	Overall as Year Group
WTL4	48%	30%	21%	33%
L4	52%	70%	71%	65%
WTL5	0%	0%	8%	2%

Year 6 Assessment 2013/2014									
1	How has life in Britain changed since 1948?								
2	What was it like for children in the Second World War?								
	% at each level:								
1	6J	6A	6P		Overall as Year Group				
WTL4	64%	24%	22%		34%				
L4	25%	52%	50%		42%				
WTL5	11%	24%	28%		24%				
	% at each level:								
2	6J	6A	6P		Overall as Year Group				
WTL4	39%	21%	11%		24%				
L4	46%	45%	53%		48%				
WTL5	15%	34%	36%		28%				

Certificate of Achievement



Presented to

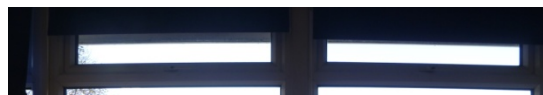


For a winning entry in
Knowsley Junior School's
Victorian Week competition.

15th February 2013

Year 3 created their own cave paintings using chalk in natural, earthy colours. In order to add an air of authenticity, the pupils were encouraged to tape their piece of card underneath the table and work on their backs, or stick it onto the walls. After all, cavemen put up that afternoon in the corridor outside the





Year 3 The Victorians : What was it like to go to school over 100 years ago?

Covering work at Level(s):2/3

Subject/Level	Communication Skills	Application of Mathematics	Information Technology	Working with others	Improving own learning and performance	Problem solving
History Local study Level 2/3	<p>*I can recount the experiences of Victorian children going to school</p> <p>*I can use labelled diagrams, recounts, stories, diaries and pictures to tell people what I know</p>	<p>*I use timelines to order events and things that happened in the past</p> <p>*I can work out how many years have past since major events took place</p>	<p>*I use the internet to find out about Victorian schools</p> <p>*I use the computer to give my views about historical figures / events and to describe their lives(effects on people's lives)</p>	<p>*I look at different points of view of the past(children not attending school full time, working for little money)</p>	<p>*I understand that the lives of people of the past were not all the same (rich and poor children)</p> <p>*I am beginning to know that these different types of evidence tell us different things about the past</p>	<p>*I use information to ask and answer questions about events in the past. This investigation goes beyond what I can see (this is called inference and deduction)</p> <p>*I can find out about the past by looking carefully at evidence and I can answer questions</p>

Year 4 The Victorians

Covering work at Level(s):2,3,4

Subject/Level	Communication Skills	Application of Mathematics	Information Technology	Working with others	Improving own learning and performance	Problem Solving
History The Victorians Levels 2/3/4	<p>*I can recount the experiences of Victorian children going to work</p> <p>*I can use labelled diagrams and pictures to tell people what I know</p> <p>*I present my</p>	<p>*I use timelines to order events and things that happened in the past</p> <p>*I can work out how many years have past since major events took place</p> <p>*I can place changes of a period in history within a</p>	<p>*I use the internet to find out about Victorian children</p> <p>*I use the computer to give my views about historical figures / events and to describe their lives(effects on people's lives)</p>	<p>*I look at different points of view of the past(children not attending school full time, working for little money)</p> <p>*I use role play and acting to represent different viewpoints about the past.</p>	<p>*I understand that the lives of people of the past were not all the same (rich and poor children)</p> <p>*I am beginning to know that these different types of evidence tell us different things about the past</p> <p>*I consider</p>	<p>*I use information to ask and answer questions about events in the past. This investigation goes beyond what I can see (this is called inference and deduction)</p> <p>*I give clear and detailed reasons why key events</p>

Progression in history involves developing **historical perspective** through ...

- *wider, more detailed and chronologically secure knowledge*
- *sharper methods of enquiry and communication*
- *deeper understanding of more complex issues and of abstract ideas*
- *closer integration of history's key concepts (see section 5 below *)*
- *greater independence in applying all these qualities*



(Italics are non-statutory explanations, examples or suggestions)

	Work likely at KS1 to	→ ... work likely at KS2 to	→ ... work likely at KS3
1. Chronological knowledge / understanding <i>(including characteristic features of periods)</i>	<ul style="list-style-type: none"> • Develop an awareness of the past • Use common words and phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework • Identify similarities / differences between periods 	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time 	<ul style="list-style-type: none"> • Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning • Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. Historical terms <i>eg empire, peasant</i>	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> • Develop the appropriate use of historical terms 	<ul style="list-style-type: none"> • Use historical terms and concepts in increasingly sophisticated ways
3. Historical enquiry - Using evidence / Communicating ideas	<ul style="list-style-type: none"> • Ask and answer questions * • Understand some ways we find out about the past • Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below) 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions * • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by ... • Selecting and organising relevant historical information 	<ul style="list-style-type: none"> • Pursue historically valid enquiries * including some they have framed • Understand how different types of sources are used rigorously to make historical claims • Create relevant, structured and evidentially supported accounts
4. Interpretations of history	<ul style="list-style-type: none"> • Identify different ways in which the past is represented 	<ul style="list-style-type: none"> • <i>Understand that different versions of the past may exist, giving some reasons for this</i> 	<ul style="list-style-type: none"> • Discern how and why contrasting arguments and interpretations of the past have been constructed
* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:			
5a. Continuity and change in and between periods	<ul style="list-style-type: none"> • <i>Identify similarities / differences between ways of life at different times</i> 	<ul style="list-style-type: none"> • <i>Describe / make links between main events, situations and changes within and across different periods/societies</i> 	<ul style="list-style-type: none"> • <i>Identify and explain change and continuity within and across periods</i>
5b. Cause and consequence	<ul style="list-style-type: none"> • <i>Recognise why people did things, why events happened and what happened as a result</i> 	<ul style="list-style-type: none"> • <i>Identify and give reasons for, results of, historical events, situations, changes</i> 	<ul style="list-style-type: none"> • <i>Analyse / explain reasons for, and results of, historical events, situations, changes</i>
5c. Similarity / Difference within a period / situation	<ul style="list-style-type: none"> • <i>Make simple observations about different types of people, events, beliefs within a society</i> 	<ul style="list-style-type: none"> • <i>Describe social, cultural, religious and ethnic diversity in Britain & the wider world</i> 	<ul style="list-style-type: none"> • <i>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</i>

Year 3 – Victorian Week

30.

History Level Descriptors
 Related to the Five Aspects of Knowledge Skills and Understanding

HA Jacques
 Makenzie Ludders

HISTORY ATTAINMENT TARGET - IDENTIFYING WHAT PUPILS CAN DO, DO KNOW AND UNDERSTAND RELATED TO EACH PROGRAMME OF STUDY					
Level	1. Chronological Awareness	2. Knowledge and Understanding	3. Historical Interpretations	4. Historical Enquiry	5. Organisation and Communication
1	<ul style="list-style-type: none"> Show awareness of the distinction between present and past in their own and other people's lives. Show an emerging sense of chronology by sequencing a few events and objects and by using everyday terms about the passing of time. 	<ul style="list-style-type: none"> Know and recount episodes from stories about the past. 	<ul style="list-style-type: none"> Begin to recognise representations of the past. <p>School photo - comparison</p>	<ul style="list-style-type: none"> Begin to find answers to simple questions about the past from historical sources. <p>Q + A using internet</p>	<ul style="list-style-type: none"> Recognise and group items of information to communicate their awareness of the past.
2	<p>School life camp</p> <ul style="list-style-type: none"> Make distinctions between aspects of their own lives and past times. Show a developing sense of chronology by using terms concerned with the passing of time, by ordering events and objects. 	<ul style="list-style-type: none"> Demonstrate knowledge of aspects of the past beyond living memory and of some of the main events and people studied. Begin to recognise that there are reasons why people in the past acted as they did. <p>Comp/ discussion</p>	<ul style="list-style-type: none"> Begin to recognise that there are different ways of representing the past. <p>Venn diagram for comparison. Diary entry</p>	<ul style="list-style-type: none"> Answer questions about the past by making simple observations from historical sources. <p>compare timetable + internet</p>	<ul style="list-style-type: none"> Begin to select, organise and communicate items of information about the past. <p>Talk partner Comparison of School and timetable</p>
3	<ul style="list-style-type: none"> Show understanding of chronology by their increasing awareness that the past can be divided into different periods of time. <p>timelime work</p>	<ul style="list-style-type: none"> Demonstrate knowledge of some of the main events, people and changes. Begin to give a few reasons for, and results of main events and changes. Recognise some similarities and differences between <p>Child questions</p>	<ul style="list-style-type: none"> Identify some of the different ways in which the past is represented. 	<ul style="list-style-type: none"> Ask and answer questions about the past by using historical sources. 	<ul style="list-style-type: none"> Select, organise and communicate historical information in a variety of ways. <p>Diary / timelime internet research answer Q's</p>

End of Year 3

Can write short sections of text to show your understanding.							
Are aware that history is segmented into periods of time.							
Can order events by year							
Begin to use BC /AD							
Can begin to organize periods of history into sequential order.							
Can discuss some of the main events and people from a period of time.							
Can begin to create historical 'investigative' questions.							

End of Year 4

Can use BC / AD accurately.							
Can organize timelines with increasing accuracy (use of months and years)							
Can begin to compare the similarities and differences between different time periods.							

Can describe one or two causes of an event and detail the consequence.							
Can begin to use a range of sources of evidence to find answers to questions.							

End of Year 5

Can say how an event continues to affect us today.							
Can identify different ways of representing the past without help.							
Can use sources of evidence to create texts with some degree of accuracy.							
Can describe the key features of a period.							
Can organize timelines with a high degree of accuracy.							

End of Year 6

Can use specific dates within a timeline.							
Can organize periods of history into the correct order.							
Can describe the main events and people of the period – using relevant sources.							
Can identify the main changes between two periods.							
Can give a detailed description of causes and consequences about key events.							
Have begun to select and combine information from different sources to give an answer.							
Can begun to spot how evidence might have a 'bias' or particular point of view.							
Can write texts in a structured manner, using evidence and knowledge appropriately.							

Year 6+ More able children

I can...

Level 7	<p>Use knowledge and understanding to:</p> <ul style="list-style-type: none">• Make links, analyse relationships between features of a period or society, and to analyse reasons for and results of events and changes.• Explain how and why different historical interpretations have been produced.• Show independence by carrying out research, using knowledge to identify, evaluate and use sources of information critically. Sometimes reaching substantiated conclusions independently.• Select, organise and use relevant information to produce well-structured narratives, descriptions and explanations.• Make appropriate use of dates and terms.	Synthesis and evaluation
Level 6	<p>Using factual knowledge and understanding to:</p> <ul style="list-style-type: none">• Describe past societies and periods and make links between features within and across different periods.• Examine and explain the reasons for and results of events and changes.• Describe and begin to analyse, why there are different historical interpretations of events, people and changes.• Identify and evaluate sources of information to use critically to reach and support conclusions.• Select, organise and arrange relevant information to produce structured written work.• Use the correct dates and terms.	Analyse my work
Level 5	<p>Use Knowledge and understanding to:</p> <ul style="list-style-type: none">• Describe features of past societies, periods, events, people and changes.• Make links features of past societies, periods, events, people and changes.• Give reasons for and results of important changes.• Describe and explain how and why different interpretations of the past came about.• Judge the value of sources choosing those that are most useful.• Select and organise information to produce structured written work• Use the correct dates and terms.	Apply my knowledge
Level 4	<ul style="list-style-type: none">• Give factual historical accounts.• Point out changes within and across periods of time,• Give some reasons for and results of main events and changes.• Recognise different ways the past has been described and explained.• Select and combine information from different sources.• Begin to produce structured written work	Understand my work

1. **chronological understanding;**
2. **knowledge and understanding of events people and changes in the past;**
3. **historical interpretations;**
4. **historical enquiry;**
5. **organisation and communication.**

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> <input type="checkbox"/> Pupils should be given opportunities to develop an awareness of the ways in which the past is different from the present. 	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils should be given opportunities to develop an awareness of the characteristics of different periods in the past from the earliest times to the present, <input type="checkbox"/> and the way in which periods of history are different from each other. <input type="checkbox"/> They should be taught about the ways of life of different people in these periods of history, drawing on important developments, key events and notable people in their locality and Britain.
<ul style="list-style-type: none"> <input type="checkbox"/> They should be taught to develop an awareness of chronology, <input type="checkbox"/> of different types of historical sources, <input type="checkbox"/> and to communicate their knowledge and understanding in a variety of ways. 	<ul style="list-style-type: none"> <input type="checkbox"/> They should be helped to develop their understanding of chronology, <input type="checkbox"/> to use a range of historical sources, including representations and interpretations of the past, <input type="checkbox"/> and to organise and communicate their knowledge, understanding and skills in an increasing variety of ways.

Range of levels within which the majority of pupils are expected to work

Key stage 1 1–3
 Key stage 2 2–5

Expected attainment for the majority of pupils at the end of the key stage

at age 7 2
 at age 11 4

Year Team Pitch		Year 3				
		Year 4				
		Year 5				
		Year 6				
Aims	Key Element	Key Skills	Level 1	Level 2	Level 3 (Minimum Age-related expectation by end of Year 4)	
<p>A) 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</p> <p>F) Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	Chronological understanding	<p>Using terminology</p> <p>Ordering and sequencing</p>	<p>Pupils recognise the distinction between present and past in their own and other people's lives</p> <p>They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time</p>	<p>Pupils show their developing sense of chronology by using terms concerned with the passing of time,</p> <p>by placing events and objects in order,</p> <p>and by recognising that their own lives are different from the lives of people in the past</p>	<p>Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities</p> <p>and differences between these periods, and their use of dates and terms</p>	
<p>A) 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</p> <p>B) Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires:</p>	Knowledge and understanding of events, people and changes in the past	<p>Identifying</p> <p>Describing</p> <p>Explaining</p> <p>Making links and</p>	<p>They know and recount episodes from stories about the past</p>	<p>They show knowledge and understanding of aspects of the past beyond living memory,</p> <p>and of some of the main events and people they have studied</p> <p>They are beginning to recognise that there are reasons why people in the past acted as they did.</p>	<p>They show knowledge and understanding of some of the main events, people and changes studied.</p> <p>They are beginning to give a few reasons for, and results of, the main events and changes.</p>	

5.) Enrichment

The Assessors agreed that the enrichment of the school met the Quality Mark Criteria for 'Gold'.

The classroom facilities are light and spacious. The rooms are full of student's work and many of the displays are used as part of day to day learning. Key vocabulary related to the history topics is prominently displayed. Students are used to being out of their seats and using the space actively. History based displays are constantly changing and are evident throughout the school.

Links are being developed with the local museum. As part of their World War II unit of work older members of the community or relations and friends of the staff are encouraged to come in and talk to the children demonstrating excellent use of oral history as a primary source. The school website has an area specifically focused on this.

Year 6 children choosing to make and sell poppies in their own time



Criteria 5.1

Culture Day

Each class chose a country to research for the day including its food, art, music, history and sporting achievements.

Images removed for confidentiality.

Criteria 5.1

Victorian Week.

Children dressed in Victorian costume for the culminating activity of the week.

Evidence of work with timelines/ chronology.

Images from Ancient Greek Workshop removed for confidentiality

Joshua M

Knowsley Junior School
Stoneleigh Road
Springhead
Oldham
OL4 4BH



Telephone: 0161 833 4433
School Website: www.knowsleyoldham.sch.uk

Headteacher
Miss V Payne BSc, PGCE

26th March 2014

Dear Parent

Our Ancient Greece workshop on Monday 24th March was a great success and the children thoroughly enjoyed the day.

We would appreciate if you could take a moment to discuss the day with your child and allow them to fill in the box below with their comments. This can then be used to inform our future themed days, as well as be passed back to *Portals To The Past* to help them improve their provision.

Please use this space to record what you enjoyed and also suggest any improvements to the workshop:

On the Greek day I really enjoyed it when we did the Greek mini olympics in the hall and I also enjoyed dressing up. I liked doing the Greek quiz and I liked doing the jigsaw. It was quite tricky. My favourite part was when the Greek visitor got his hands on his spear and his armour shield. It got us all to cheer. I really enjoyed my Greek day.

Parent comments:

Yours sincerely

Miss Sharples

Isabelle L

Knowsley Junior School
Stoneleigh Road
Springhead
Oldham
OL4 4BH



Telephone: 0161 833 4433
School Website: www.knowsleyoldham.sch.uk

Headteacher
Miss V Payne BSc, PGCE

26th March 2014

Dear Parent

Our Ancient Greece workshop on Monday 24th March was a great success and the children thoroughly enjoyed the day.

We would appreciate if you could take a moment to discuss the day with your child and allow them to fill in the box below with their comments. This can then be used to inform our future themed days, as well as be passed back to *Portals To The Past* to help them improve their provision.

Please use this space to record what you enjoyed and also suggest any improvements to the workshop:

I enjoyed dressing up as it made it more realistic and 'in-character'.

She enjoyed the Spartan hoplite costume and the pretend fight. She also enjoyed the Greek jigsaw and the help from the victors.

No improvements needed!

Parent comments:

I think this was a great opportunity to bring together all the learning from this topic and I really enjoyed it. (So much that she forgot about baking club after school!)

Yours sincerely

Miss Sharples

Initial contact was made with Saddleworth School on June 4th 2014 (see attached emails) and a meeting set up for between myself, and Pippa Burgess, Head of History on Monday 15th September at 9am.

Due to the current commemorations for the centenary of World War One, we agreed that this should be our focus. However, as November 11th was fast approaching, the decision was made that our joint project should continue until the 2018, to reflect the time period of the war.

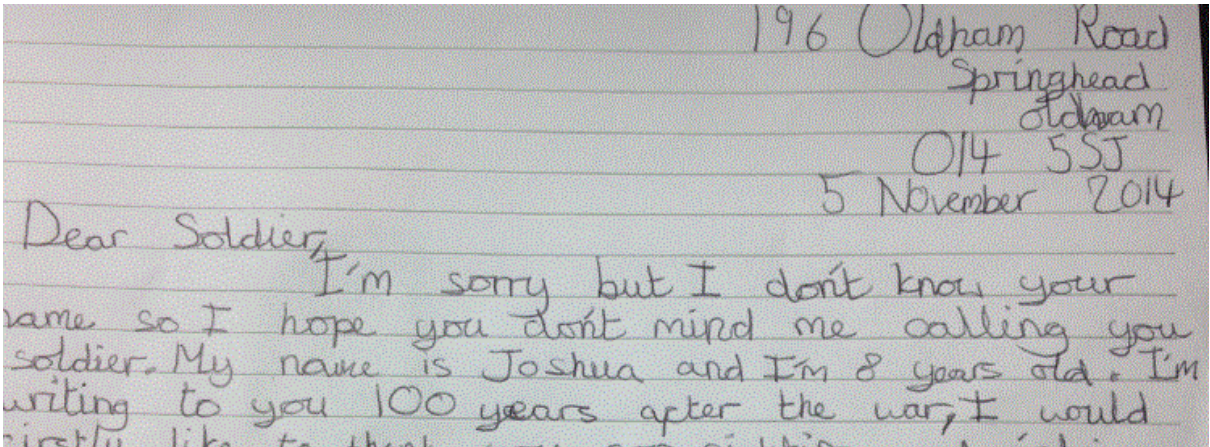
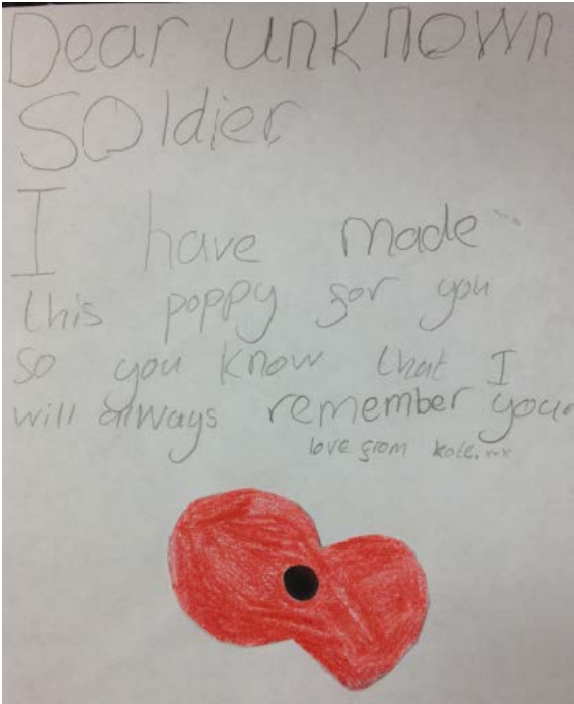
The following points were agreed:

- Our project will focus on local stories of those who went to fight
- It will initially involve year 5,6 and year 7 students
- It will involve all areas of the curriculum
- Children will carry out research and interviews
- Contact local radio stations to appeal for information
- Saddleworth School pupils will have the opportunity to visit war graves
- The event will culminate in an exhibition at Saddleworth Museum (subject to their agreement)

Before our next meeting on Monday 13th October:

- Pippa will contact the Saddleworth Historical Society and the National Lottery
- Liz will contact Saddleworth Museum and St Chads Church

Selection of children's letters to the Unknown Soldier



Selection of children's letters to the Unknown Soldier

Dear unknown Soldier,
I am sorry you had to
die. Thanks you for trying
to make this country a
better place for me to
live in. Some of my
family died in the 2nd
world war when a bomb
fell on oldham on christmas
eve 1944. I want to thank
all the soldiers that never
came back.

**Knowsley Junior School
Stoneleigh Road
Springhead
Oldham
OL4 4BH**



Telephone: 0161 633 4433
School Website: www.knowsley.oldham.sch.uk

Headteacher
Mrs J. Goodwin BA, PGCE

Victorian Saddleworth History

This is your opportunity to research Springhead and Saddleworth and share what you can discover about our past. Entries will be judged by the curator of Saddleworth Museum, and there will be a winner in each category.

- **Lower Juniors – Year 3 and 4**

Choose from the following:

Draw and describe a Victorian building in Saddleworth.

Do you know what it was once used for? What is it used for now? What materials is it built from? Who lived or worked there?

OR

A poster about nineteenth century transport.

How would you have travelled to and around Saddleworth in Victorian times? How long would it have taken? Can you compare these ways of travelling with modern transport? Think about canals, railways, packhorse and cart, turnpike roads.

- **Upper Juniors - Year 5 and 6**

Describe one of the following topics in your own words and pictures:

**Knowsley Junior School
Stoneleigh Road
Springhead
Oldham
OL4 4BH**



Telephone: 0161 633 4433

School Website: www.knowsley.oldham.sch.uk

Headteacher

Miss V Payne BSc, PGCE

Dear Parent

I am pleased to advise you that we are participating in an Ancient Greece workshop on Monday 24th March 2014.

We will be visited by *Portals To The Past*, a team of educators, archaeologists and stars of the BBC production *Horrible Histories*.

The full day will consist of the following;

- An introductory short talk on Greek life and culture.
- A Greek quiz.
- Archimedes Stomachion – A Greek puzzle for exercising the mind.
- Petteia – A Greek strategy game.
- Myths and Legends– The children take part in re-enacting Greek myths and legends.
- A demonstration of weapons and armour.
- An exploration in the differences between the city states of Athens and Sparta.
- A lesson in democracy, followed by a mini Olympic Games.
- The afternoon will finish with the great battle of Gaugamela between Alexander the Great and King Darius.

The activities will place during the normal school day and there will be no disruption to your child's usual lunchtime arrangements.

We have organised the activities to take place in school to reduce costs, however we ask for a contribution of £5 towards the workshops.

For more information please visit <http://portalstothepast.co.uk>

**Knowsley Junior School
Stoneleigh Road
Springhead
Oldham
OL4 4BH**



Telephone: 0161 633 4433

School Website: www.knowsley.oldham.sch.uk

Headteacher

Miss V Payne BSc, PGCE

26th September 2013

Dear Parent/Guardian

On Friday 11th October 2013 our Year 6 children will be visiting The Imperial War Museum in Manchester as part of their topic work. Entrance to the War Museum is free so all we are asking for is a contribution of £3.50 to cover transport costs.

The trip will take place during school hours and the children will be back in time to finish school at 3:15pm.

The children will require a packed lunch, no fizzy drinks or glass bottles please. If your child is in receipt of free school meals school can provide a packed lunch. Please can you let us know on the slip below if one is required. Children will need to wear school uniform and sensible shoes.

Remember to follow us on twitter to keep up to date with all Knowsley events.

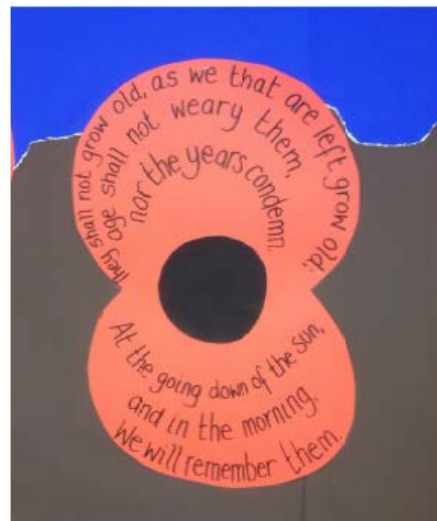
Text: **follow knowsleyjuniors** to 86444.

Yours sincerely

Miss V Payne
Headteacher



New World War One Remembrance Page added to website, including information about writing a letter to the Unknown Soldier at Paddington Station.



Images taken from whole school display at the back of the hall. Each child will make their own poppy which they will place on the display on 7th November in the culmination of our annual Remembrance Assembly.

Remembrance Service

Each member of the school community made their own poppy to take into the Remembrance Service.

The service was led by our Chair of Governors, Cllr Derek Heffernan.

To complete the service, each adult and child placed their poppy on the display wall and had a moment of quiet reflection.



Remembrance Service



History Webpage Screenshots

Knowsley Junior School x

sley.oldham.sch.uk


TES etc | General Planning | School | Literacy sites | Maths sites | Topic Planning | Songs | Bills | Interactive timer | Shopping | Online Stopwatch | 3 - lamb

Home > About us > Curriculum > History Curriculum Page 1 of 5

History Curriculum | History Survey | History Topics | Useful Links | Victorian Week 2014

Home
< Curriculum
History Curriculum

History



The aim of history teaching at Knowsley Junior School is to stimulate the children's interest and understanding about the life of people who lived in the past.

We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in

Search

< February > < 2014 >
Sun Mon Tue Wed Thu Fri Sat
1
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28

Events

Monday, 24

- School reopens
- Science Week


Tuesday, 25

- Science Week


Wednesday, 26

- Science Week


More...




Healthy School



LOTTERY FUNDED



Bronze
Eco-Schools
Bronze Award



Knowsley Junior School x

sley.oldham.sch.uk

TES etc | General Planning | School | Literacy sites | Maths sites | Topic Planning | Songs | Bills | Interactive timer | Shopping | Online Stopwatch | 3 - lanbeth7 darren m...

History Curriculum | History Survey | History Topics | Useful Links | Victorian Week 2014

Home
< Curriculum
History Curriculum

History Survey

We want to know what you think!

Fill out the survey to help improve history in our school.

1. Do you enjoy your history topics?

All the time Most of the time Sometimes

Search

< February > < 2014 >
Sun Mon Tue Wed Thu Fri Sat
1
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28

Events

Monday, 24

- School reopens
- Science Week

Tuesday, 25

- Science Week

History Webpage Screenshots

Links to Other Websites

The screenshot shows a web browser window displaying a school website. The browser's address bar shows 'www.knowsley.oldham.sch.uk'. The website content includes a central image of three children's history projects, each with a title and handwritten text. Below the projects, there is a paragraph about children's learning skills and a list of website links categorized into 'General Websites' and 'Topic Themed Websites'. On the right side, there is a calendar, an 'Events' section, and several award logos including 'Healthy School', 'Lottery Funded', 'Bronze Eco-Schools', 'Eco-Schools', 'get set', 'CLICK CEOP Internet Safety', and 'UNICEF'. The Windows taskbar at the bottom shows the 'start' button and several open applications.

Portfolio - The Historical Assi x Knowsley Junior School x

www.knowsley.oldham.sch.uk

Apps Display and Resource ... TES etc General Planning School Literacy sites Maths sites Topic Planning Songs Bills Interactive timer Shopping Online Stopwatch 3 - lambeth7 darren m...

1560-1560
Anne was 21 years old. Henry agreed to marry her only seeing a painting of Anne. When they met up and saw each other face to face Henry was horrified and tried to get a way out but couldn't. Her dad was the Duke of Jewes Anne took no notice of Henry and was more interested in watching the bull bating. Henry didn't find her attractive at all. The marriage was over in months but they made friends.

1560-1562
Henry married Katherine 15 years old and Katherine was 16 years old. Katherine was friends with Henry's men but Henry didn't know she was an attractive woman lots of men thought she was beautiful. Henry decided that he didn't like her any more and beheaded her and that was the end of Katherine.

1563-1567
When Henry married Katherine Katherine helped Henry which makes sense because Henry was showing his age. Katherine had to look after Henry's children. When Henry died Katherine

Our children learn many skills which they can apply to all areas of their learning, as well facts about the past.

Follow the links below to some fantastic websites which can supplement everything we study in school.

General Websites

BBC
<http://www.bbc.co.uk/history/forkids/>

Horrible Histories
<http://horrible-histories.co.uk/>

British History
<http://primaryhomeworkhelp.co.uk/history>

World History
<http://www.historylearningsite.co.uk/>

Topic Themed Websites

Ancient Greece
http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/

Romans
<http://www.bbc.co.uk/schools/primaryhistory/romans/>

<http://www.brims.co.uk/romans/>

Tudors
<http://www.hrp.org.uk/PalaceKids/discover/allabouttudors>

http://www.bbc.co.uk/schools/primaryhistory/famouspeople/henry_viii/

Calendar: 1 2 3 4, 5 6 7 8 9 10 11, 12 13 14 15 16 17 18, 19 20 21 22 23 24 25, 26 27 28 29 30 31

Events
Tomorrow
3P Class Assembly 9:15am
Thursday, 23
6P Class Assembly 9:15am
More...

Healthy School
LOTTERY FUNDED
Bronze Eco-Schools Bronze Award
Eco-Schools
get set
CLICK CEOP Internet Safety
UNICEF

start History Quality Mark ... Microsoft Excel - Hist... Knowsley Junior Scho... Criteria 5.3 Website ... EN 21:05

Criteria 5.4

Children creating their own mythical Greek monster out of 3D shapes in numeracy. Images of children working removed for confidentiality



Criteria 5.4

Creating Greek God and Goddess props for class assembly



Assessment following Victorian Week 2014 of SEN child Year 4. The teacher has identified where the evidence has been found/ the impact teaching has had in order to highlight the criteria.

Level	1. Chronological Awareness	2. Knowledge and Understanding	3. Historical Interpretations	4. Historical Sources	5. Organisation and Communication
1	<ul style="list-style-type: none"> Show awareness of the distinction between present and past in their own and other people's lives Show an emerging sense of chronology by sequencing a few events and objects and by using everyday terms about the passing of time <p><i>Book history - Royal Mill</i></p>	<ul style="list-style-type: none"> Know and recount episodes from stories about the past 	<ul style="list-style-type: none"> Begin to recognise representations of the past 	<ul style="list-style-type: none"> Begin to find answers to simple questions about the past from historical sources 	<ul style="list-style-type: none"> Recognise and group items of information to communicate their awareness of the past.
2	<ul style="list-style-type: none"> Make distinctions between aspects of their own lives and past times Show a developing sense of chronology by using terms concerned with the passing of time, by ordering events and objects <p><i>Discussed, watched clips, took notes</i></p>	<ul style="list-style-type: none"> Demonstrate knowledge of aspects of the past beyond living memory and of some of the main events and people studied Begin to recognise that there are reasons why people in the past acted as they did <p><i>Dr Barnado</i></p>	<ul style="list-style-type: none"> Begin to recognise that there are different ways of representing the past 	<ul style="list-style-type: none"> Answer questions about the past by making simple observations from historical sources <p><i>History Detectives - used artifacts - what were they for</i></p>	<ul style="list-style-type: none"> Begin to select, organise and communicate items of information about the past. <p><i>Diary entry - child working in a coal mine</i></p>
3	<ul style="list-style-type: none"> Show understanding of chronology by their increasing awareness that the past can be divided into different periods of time 	<ul style="list-style-type: none"> Demonstrate knowledge of some of the main events, people and changes Begin to give a few reasons for, and results of main events and changes Recognise some similarities and differences between 	<ul style="list-style-type: none"> Identify some of the different ways in which the past is represented 	<ul style="list-style-type: none"> Ask and answer questions about the past by using historical sources. 	<ul style="list-style-type: none"> Select, organise and communicate historical information in a variety of ways.

7th Jan 1913 - B43
 I had to see if at 10:15 morning, I was
 to work because if not only because they
 The conditions in the coal mine are
 horrible we had to push and pull
 the carts while the engine
 children open the trap doors
 only a single of feet high.
 I felt really tired and
 I was glad when work ended because
 we whistled every day and whistled
 so fast.
 One day I wish we could all go
 straight into the sky
 every day.

Year 3

Year 3		
Topic	Subjects	Aspects of 2014 NC Subjects Covered
Who lived in Ancient Britain?	Science	Link to Light and Habitats unit
	History	<p>Opportunities to develop key historical skills of: asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgment through studying:</p> <ul style="list-style-type: none"> Late Neolithic hunter gatherers and early farmers, Skara Brae Bronze Age religion, technology and travel, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture
	Geography	<p>Location knowledge</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these have changed over time
	Art and Design	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing and painting with a range of materials
	Design and Technology	<p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p>

Topic	Ancient Britain		Ancient Greece		Underground	
English	Narrative, Letters, Diaries		Myths and Legends	Reports	Adventure and Recounts	Instructions
Maths	<i>Following Primary Framework for Mathematics</i>					
Computing	<i>Following Rising Stars Syllabus</i>					
Science	Light and Shadows	Habitats	Materials		Rocks and Soils	Helping Plants Grow Well
Art	Cave Painting	Autumn	Investigating Patterns		Landscapes	Printing
History	Stone Age to Iron Age		Ancient Greece		19 th Century Mining	
Geography	Counties of Britain/ Land Use		Greece – human and physical		Physical geography	
DT	Weaving/	Stonehenge	Maze Building	Amphora thumb pots	Volcanoes	
PE/Games	<i>Following Joint Plan with Oldham Sports Development</i>					
Music	Play it again		Class Orchestra	Painting with Sound	Animal Magic	Dragon Scales
RE	Harvest	Christmas	Intro to the Bible	Easter	Church	Judaism
P4C	Child led and Topic linked					
Languages	French					
Healthy School's Week	Teeth and Eating					
Eco Week	Composting					
Victorian Week	Victorian Schoolroom					

Year 3

Topic	Romans and Anglo Saxons		Vikings	Michael Morpurgo	Water Worlds	
English	Stories - Historical Setting	Play Scripts Information Texts	Poetry Sagas	Persuasive Texts Adventure Stories	Poetry Persuasive Posters	Explanations Non Chronological Reports
Maths	<i>Following Primary Framework for Mathematics</i>					
Computing	<i>Following Rising Stars Syllabus</i>					
Science	Friction	Magnets and Springs	Solids, Liquids and Gases	Circuits and Conductors	Solids, Liquids and Gases and How They Can Be Separated	Gases Around Us
Art	Drawing	Weaving	Sculpture	Painting	Sewing	Printing
History	Romans and Anglo Saxons		Vikings			
Geography	Settlements		Human geography	Locate countries of the world	Water and Landscapes	
DT	Celtic roundhouse		Shields, runes	Design and build a boat	Building a Dam	
PE/Games	<i>Swimming and Following Joint Plan with Oldham Sports Development</i>					
Music	Rhythm	Winter	Instruments	Dragon Scales	Pitch	Singing
RE	Harvest	Christmas	Old Testament	Easter	Hinduism	
P4C	Child led and Topic linked					
Languages	French					
Healthy School's Week	Moving and Growing					
Eco Week	Protecting Birds					
Victorian Week	Victorian Working Children					

Year 4

Topic	Africa		Ancient Egypt		Lights, Camera, Action!	
English	Myths, Legends, Fables, Stories- Other Cultures		Myths, Letters, Newspapers, Historical Fiction		Roald Dahl, Classic Poetry, Narrative	
Maths	<i>Following Primary Framework for Mathematics</i>					
Computing	<i>Following Rising Stars Syllabus</i>					
Science	Life Cycles		Keeping Warm, Gases Around Us, Changing State		Earth, Sun and Moon	How we see things
Art	Portraits		Silhouettes, African Art		Quentin Blake, Set Design, Celebrity	
History	Apartheid		Ancient Egypt		History of Film	
Geography			River Nile Study		LA, Hollywood	
DT	Tudor Houses		African Bracelet		Clay- Oscars	
PE/Games	<i>Following Joint Plan with Oldham Sports Development</i>					
Music	Wider Opportunities- Ukulele					
RE	Harvest-Sharing	Christmas- Light	Old Testament Joseph	Easter- Forgiveness	Islam	
P4C	Topic related					
Languages	French					
Healthy School's Week	Balanced Diet and Healthy Living					
Eco Week	Carbon Footprint					
Victorian Week	Victorian Schoolroom					

Year 5

Topic	Battle of Britain		Mayan		Chosen by children	
English	All genres are covered		Big Writing- Narrative		Topic related	
Maths	<i>Following Primary Framework for Mathematics</i>					
Computing	<i>Following Rising Stars Syllabus</i>					
Science	Reversible and Irreversible changes	Circuits	Living things and Adaptation	Balanced and unbalanced forces	Dissolving	Micro Organisms
Art	Propaganda (War Art) Picasso				Topic related	
History	WW2 and Local History		Mayan Civilisation		Topic related	
Geography	Europe		Comparing Cities- climate maps/ tourism		Topic related	
DT	Gas masks. Sugarless Sandwich Cake		Art focus this term		Board Game Project	
PE/Games	<i>Following Joint Plan with Oldham Sports Development</i>					
Music	Hip Hop		World music		End of year performance	
RE	Harvest	Christmas Peace	Old Testament Moses	Easter Victory	World Religions	
P4C	Child led and Topic related					
Languages	French					
Healthy School's Week	Keeping Healthy/ Heart Start					
Eco Week	Global Issues					
Victorian Week	King Cotton- Victorian Oldham					

Year 6

5/11/2014

Gmail - Knowsley Junior School Victorian Day/Competition



Liz Oliver

Knowsley Junior School Victorian Day/Competition

4 messages

Liz Sharples

27 November 2012 18:59

Alan,

I am a teacher and history coordinator at Knowsley Junior School in Springhead. I have met with Peter Fox at Saddleworth Museum, and he has kindly agreed to judge a school history competition for us.

We are holding a Victorian Week in February and I would like the competition to tie in to make it truly meaningful for the children.

However, as I am not from Saddleworth I was wondering if you could give me some advice about what I could ask the children to research - what is reasonable that they could find out from/in the local area about life in Victorian Saddleworth?

I would be very grateful for any help, or if it would be possible to arrange for the historical society to contribute to our Victorian week, I would love to speak to you.

Many thanks,
Liz Sharples

Knowsley Junior School and St Chad's CofE Primary School

Linking Project

Linking at primary level is an important time to promote community cohesion as it provides opportunities for children to build positive relationships and deepen their understanding of identity and diversity. Children involved have demonstrated improved confidence, self-esteem, aspiration, communication and critical thinking skills from an early age

Proposal

The aim of the link between two year 3 classes:

To provide pupils with the opportunity to learn from and with other children from different backgrounds. To share, explore and learn about each other's schools and to create a culture of cooperation.

This project will keep these principles at its heart:

Teaching, learning and curriculum

Helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

Equity and excellence

To ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.

Engagement and extended services

To provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations: including links with different schools and communities and the provision of extended services with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.



World War One project

2 messages

Liz Oliver

Mon, Sep 29, 2014 at 1:25 PM

To: curato

Hello

Myself, curriculum coordinator at Knowsley Junior School and Pippa Burgess, Head of History at Saddleworth School have come together to plan a joint project related to local history and World War One.

We plan to research local stories over a period of four years, culminating in 2018, and we were hoping we could display the children's work in an exhibition, at your museum if possible.

We are meeting 9am on Monday 13th October if you are available. Or if you have any pointers to start us off in the right direction as we prepare resources etc for the children.

Regards
Liz Oliver

Sent from my iPhone

Sent from my iPhone

⌄
!

Mon, Sep 29, 2014 at 3:05 PM

Hi Liz WOULD LOVE TO BE INVOLVED - I personally have researched a lot of material including a chronology from the papers of home front in Saddleworth - we have lots of material in archives and a collection of photographs so you might find it useful to visit the museum - in principle I can say we would love to exhibit. SORRY - not able to attend meeting as involved in big project in which we are hoping to refurbish museum. Kind regards Peter Fox -

**Knowsley Junior School
Stoneleigh Road
Springhead
Oldham
OL4 4BH**



Telephone: 0161 633 4433
School Website: www.knowsley.oldham.sch.uk

Headteacher
Miss V Payne BSc, PGCE

23rd October 2014

Dear Parent/ Guardian

On Platform One of Paddington Station in London, there is a statue of an unknown soldier; he's reading a letter. On the hundredth anniversary of the declaration of war, in a year crowded with official remembrance and ceremony, we are asking both parents and children to pause, take a moment of two and write that letter.

If you could say what you want to say about that war, with all we've learned since 1914, with all your own experience to hand, what would you say? If you were able to send a personal message to this soldier, a man who served and was killed during World War One, what would you write?

Your letter can be as long or as short as you wish, hand written or typed. More information and inspiration for writing is available at www.1418now.org.uk.

Please hand your letters to your class teacher by Friday 7th November.

**Knowsley Junior School
Stoneleigh Road
Springhead
Oldham
OL4 4BH**



Telephone: 0161 633 4433

School Website: www.knowsley.oldham.sch.uk

Headteacher

Miss V Payne BSc, PGCE

26th September 2013

Dear Parent/Guardian

On Friday 11th October 2013 our Year 6 children will be visiting The Imperial War Museum in Manchester as part of their topic work. Entrance to the War Museum is free so all we are asking for is a contribution of £3.50 to cover transport costs.

The trip will take place during school hours and the children will be back in time to finish school at 3:15pm.

The children will require a packed lunch, no fizzy drinks or glass bottles please. If your child is in receipt of free school meals school can provide a packed lunch. Please can you let us know on the slip below if one is required. Children will need to wear school uniform and sensible shoes.

Remember to follow us on twitter to keep up to date with all Knowsley events.

Text: **follow knowsleyjuniors** to 86444.

Yours sincerely

Miss V Payne
Headteacher

Numer's Homework
about Year 3

8. Boys in spartan were only allowed to fight.
 9. The Acropolis was a market place in Greece.
 10. The parthenon was ^{wife} for the honor of Athena.

Top Ten facts
 1. Athens was democracy.
 2. The parthenon was built facing down at the acropolis.
 3. Girls in sparta were not their important.
 4. Girls in sparta had to train young boys how to fight because when they grow they will know how to fight.
 5. Athens was the capital city of ancient Greece.
 6. If any country tries to take their place sparta will fight for it.
 7. Girls in sparta had to do house work like washing, weeding and making food.

Ancient Greece facts

Periods	Neolithic 6000-2900	Early bronze 2900-2000
Minoan	2000-1400	Mycenaean 1600-1100
Archaic	750-500	Classical 500-336
		Hellenistic 336-146

Gods	Zeus is the King of all Gods	Godesses	Heracles
Athena	Ares	Hera	Theseus
Zeus	Artemis	Aphrodite	Perseus
Hephaestus	Hestia	Demetrius	Athena
	Leto	Persephone	Heracles

Sparta and Athens

Sparta girls were not as important and girls had to teach young boys how to fight because when they grow up they will know how to fight. Here's a map of sparta and Athens.

A MAP OF OUR SIMULATION



Historical Association Quality Mark Final Report

Visit to: Knowsley Junior School, Oldham

Date: 28.11.14

Context:

Knowsley Junior School is a three form entry school with 360 students on roll. It is set in a semi-rural location on the outskirts of Oldham and the affluent area of Saddleworth. Children travel from around the authority to attend. The proportion of pupils eligible for free school meals is below average, and the proportion of children with special educational needs is 15%. Most pupils are of a White British heritage with a minority of pupils from minority-ethnic groups, mainly of Asian or Caribbean heritage who are EAL learners.

The main priorities of the school development plan are; to ensure all children understand basic English, equip all students with problem solving skills in mathematics, supporting pupil premium children adequately and challenging the high achievers. We are also looking towards implementing and planning the new curriculum. In terms of history, the subject leader is seeking to ensure that its educational potential and relevance are understood by both staff and pupils. Investment in resources is also required to allow for effective learning opportunities.

1.) Learning and Teaching

The Assessors agreed that the evidence meets the Quality Mark Criteria for 'Gold'.

The Assessors observed lessons in Y3 and Y6. Four lessons were sampled; VE day (Year 6 x 3) and Stonehenge (Year 3). Both Assessors agreed that the practice observed easily fell into the 'Gold' criteria for the Quality Mark. The Year 6 children confidently considered differing perspectives, for example how the end of war did not bring joy to everyone as many people had lost loved ones and the Year 3 children were careful to use tentative language such as "possibly...might...probably... we're not absolutely sure" when discussing what we know about Stonehenge. The teachers demonstrated

excellent questioning skills and the related literacy activities were carefully scaffolded to support and challenge the children appropriately. Within the Year 6 lessons observed the pupils successfully communicated their knowledge and understanding via a hot-seating activity.

2.) Curriculum:

The Assessors agreed that in both its content and approach to curriculum development practice met and exceeded the Quality Mark Criteria for 'Gold'.

The history units of work are closely aligned with expectations for literacy and from the evidence with in the portfolio the assessors were concerned that this might 'overshadow' the history being taught. This was an unfounded concern. The four lessons observed clearly demonstrated that the children are developing their historical skills very well. However the marking of the children's work could be focused more on the historical skills sometimes.

The amount of time allocated to history is very good. The curriculum map of the units of work has been carefully thought out. The coordinator has developed a new curriculum plan taking into account previous units of work but also where newer units could sensibly be incorporated. The local history component is taught as part of a Victorians week which the whole school take part in. This is carefully planned to ensure progression of expectations and using local links within the community. Further opportunities are used to enhance the curriculum offered, for example their Children in Need day (2013) was linked to the 1950s and Remembrance Day is commemorated each year – but especially so in this centenary year.

One area which could be reviewed is the post 1066 unit on the Second World War to ensure this is examined as a turning point rather than as a general Home Front topic as in the pre-2014 National Curriculum.

3.) Achievement

The Assessors agreed that the achievement of students met the Quality Mark Criteria for 'Gold'.

The evidence we observed, in conjunction with the submission demonstrates that the children develop very good historical skills and knowledge. The children demonstrate good chronological skills within the context of the unit, they can research and interpret well and they organise and communicate their work confidently through a range of literature types, for example -letters, diaries, non-chronological reports, chronological newspaper reports and persuasive texts. Extensive systems for monitoring and tracking are in place and are utilised by the coordinator and staff to ensure progress is made.

One area which could be built on is to develop the children's 'big picture' of chronology further. The coordinator should continue to endeavour to make stronger links with the Infant feeder school to ensure progression between the key stages.

4.) Leadership

The Assessors agreed that leadership was a particular strength of the school and exceeded the Quality Mark Criteria for 'Gold'.

The History Coordinator has a very clear vision on where she is taking the Teaching and Learning in History. She has an excellent understanding of the school's strengths and where they need to focus next to continue this improvement. Detailed audits of the staff subject knowledge and pupil voice have been carried out and these have been responded to appropriately. An audit of parents' knowledge, links and how these could be used has also been undertaken. The coordinator is actively involved in a local cluster group for the humanities and there is evidence this has led to a series of successful training events within the school to implement the new curriculum.

The coordinator is developing links with the secondary school which the majority of the pupils move on to and also networking with other local primary schools to consider other approaches and how differing children are catered for.

Through discussion with the head Teacher and subject coordinator it is clear that the senior management team of the school regard history as a key focus for the school and recognise its value in supporting the teaching of the core curriculum and also in motivating students and enriching the wider

curriculum. The SMT also values the way in which the subject enables the school to strengthen links within the local community. From the portfolio it was clear that the coordinator was knowledgeable and passionate about the subject, however it was clear from discussions with staff and lessons observed that these are attributes shared across the team.

5.) Enrichment

The Assessors agreed that the enrichment of the school met the Quality Mark Criteria for 'Gold'.

The classroom facilities are light and spacious. The rooms are full of student's work and many of the displays are used as part of day to day learning. Key vocabulary related to the history topics is prominently displayed. Students are used to being out of their seats and using the space actively. History based displays are constantly changing and are evident throughout the school.

Links are being developed with the local museum. As part of their World War II unit of work older members of the community or relations and friends of the staff are encouraged to come in and talk to the children demonstrating excellent use of oral history as a primary source. The school website has an area specifically focused on history within the school and is both informative and entertaining to a wide audience.

The activities students are engaged in include; role plays, poetry and other cross curricular work with the Literacy. Students also communicate their understanding of history via the creative arts as evident in display work related to the blitz.

6.) Other

Final Comments:

The Assessors would like to thank all members of the school community for a thoroughly enjoyable day.

Award made? Yes

Level: Gold

Date of Award:

28th November 2014

Renewal Date:

28th November 2017