

# History at Chaddlewood Primary School (Y4)

*'A Chaddlewood historian will have an enquiring and questioning mind and a knowledge and understanding of how historical periods affected those that came after them through a real understanding of chronology. They will have a deep understanding of the key milestones and features of taught historical periods and how they have influenced us today.'*

## Intent:

History at Chaddlewood provides the children with opportunities to gain a coherent knowledge and understanding of Britain's past, including the local area and the wider world. The knowledge gained and understood is built upon as the children progress through school through a carefully crafted enquiry curriculum, alongside the knowledge-rich Opening Worlds curriculum. This enables deeper learning and understanding of history. Throughout their time at Chaddlewood, the children will become curious about stories and events from the past, consider significant events and people in living memory and beyond, ask questions and develop perspective and judgements. History will help the children to understand the stories from different time periods, the complexity of people's lives, process change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## How is History planned and taught at Chaddlewood Primary School?

We have a carefully constructed curriculum at KS1 which has been constructed and developed by the school alongside experts in the Trust. The learning is sequenced with a clear progression of knowledge, concepts, skills and vocabulary which help the children to develop as young historians. The techniques used in the delivery of the KS1 curriculum supports the children's transition into KS2. At KS2, we use the Opening Worlds Humanities Curriculum to deliver the National Curriculum for History. Opening Worlds is a knowledge-rich humanities programme for teaching History in Years 3 to 6. Where meaningful, there are cross-curricular links to other subjects for our units. We teach a coherent curriculum that is the progression model. Each area of study has an enquiry question (a synoptic task) that the children work towards answering using the components of knowledge that are taught during that unit. This taught knowledge allows the children to make connections and reach their own informed conclusions. There is a specific disciplinary focus for each synoptic task, but the children use various disciplinary concepts as they move through units. Through both shared stories and teaching, there is exploration and teaching of key vocabulary. This allows the children to gain understanding and put meaning to the vocabulary taught. Through these stories and the creativity within lessons, we ensure that our children are engaged and enthused learners. Each lesson builds on previous knowledge and we ensure that all children understand before learning continues. Our History curriculum covers a range of cultural, historical and ethical backgrounds and offers purposeful and meaningful experiences to apply, share and develop knowledge. Planning provides the opportunity to embed previous learning and develop links between lessons and key concepts. The Opening Worlds programme at KS2 has strong vertical sequencing within subjects (where children gain security in their use of rich and broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) allowing for 'overlaps of learning' and carefully designed horizontal and diagonal connections across the Humanities subjects. We aim to ensure that our History curriculum prompts curiosity, critical thinking and allows learners to connect strands of learning across, not only our Humanities curriculum, but all aspects of the curriculum.

## Enrichment

We recognise the importance of enrichment opportunities within our History curriculum and ensure this happens in a variety of ways, including:

- Visits to local historical sites and museums
- Workshops from visiting speakers
- Displays and exhibitions for parents and carers

## How do we check that pupils have understood before we move on?

- Answering retrieval questions to support recall and committing information to their long-term memories
- Understanding and using prior knowledge, from current or previous year groups, alongside the unit, making connections and thinking about similarities, differences, and connections
- Confidently debating and discussing choices made
- Lesson observations and subject leader discussions with pupils
- Regular pupil voice opportunities to allow the children to demonstrate their knowledge and also reflect on their own learning and progression
- End of unit synoptic tasks

Children will demonstrate their understanding and knowledge through independently applying all that they have learned to answer the main enquiry question (synoptic task). Assessments are made formatively and summatively with retrieval quizzes within lessons and synoptic tasks used as an end of unit assessment where the main enquiry question is answered. These synoptic tasks give the children scope to share a wide breadth of understanding in relation to the topic taught. We use an impact document to measure the effectiveness of our learning. This helps us improve our teaching and scaffolding of learning for the following year. Information is fed back to previous teachers if it was felt that the knowledge from that year was also not secure enough. The impact of the History curriculum is regularly reviewed in staff meetings and INSET days throughout the year. We have strong links with other schools, both primary and secondary, within Westcountry Schools Trust which ensure a continuous review of practice and provision as well as expert guidance from the Executive Director of History.

## Opening Worlds



### What is Opening Worlds?

Opening Worlds is a knowledge-rich humanities programme for teaching history, geography and religion in Years 3 to 6. As a school, we are provided with curriculum resources together with training, support and ongoing programme-related professional development for our school teachers.

The uniqueness and background of every child is recognised and valued. Because of this, our curriculum covers a range of cultural, historical and ethical backgrounds and offers purposeful and meaningful experiences to apply, share and develop this knowledge.

Our diverse, culturally rich and wide-scoping curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values in a rigorous and coherent way. Explicit links to story-telling and creativity are made to enthuse learners. Many enhancement and enrichment activities are used throughout the curriculum to engage children and create purposeful, high-leverage outcomes that give children the opportunity to use and apply their developing knowledge and skills.

Our aim is to create an environment that prompts curiosity, critical thinking and allows learners to connect strands of learning across all aspects of the curriculum.

### What does this look like at Chaddlewood Primary School?

The programme meets and substantially exceeds the demand of the National Curriculum for history and geography and RE. The programme is characterised by strong vertical sequencing within subjects (so that pupils gain security in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) and intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of its parts.

As the programme builds on prior learning, Years 3, 4 and 5 will start with the Y3 Curriculum in the 2024-25 Academic year. In 2025-26, Year 3 will continue with the previous progression overview and Years 4, 5 and 6 will follow the below progression overview.

<b>Year 4</b>	<b>The Roman Republic</b>	<b>The Roman Empire</b>	<b>Roman Britain</b>	<b>Christianity in Three Empires: Roman, Byzantine, and Aksumite</b>	<b>Arabia and Early Islam</b>	<b>Cordoba: City of Light</b>
<b>Main enquiry</b>	How much power did the senate have in the Roman Republic?	What can sources reveal about the Roman ways of life?	What kinds of knowledge about Roman Britain have historians been able to build from the sources?	What makes each early Christian state special?	What kind of change did Muhammad bring about in Arabia?	How did worlds come together in Muslim Cordoba?
<b>Major disciplinary focus of end-of-unit synoptic task</b> *Disciplinary content is threaded through all units	similarity and difference	evidential thinking	evidential thinking	similarity and difference	change/continuity	similarity and difference
<b>NC coverage</b>	the Roman Republic and its impact on Britain	the Roman Empire and its impact on Britain	the Roman Empire and its impact on Britain	the Roman Empire and its impact on Britain the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
<b>Lesson titles</b>	1. Romulus, the first king of Rome	1. The Roman Army 2. Julius Caesar	1. The Romans invade Britannia	1. To the lions! Christians in the Roman Empire	1. Makkah: a city in the desert 2. Growing up in the desert	1. Islam bursts out of Arabia 2. Why did Islam spread so far,

	<ol style="list-style-type: none"> <li>2. The Roman Republic</li> <li>3. Rome versus Carthage</li> <li>4. Hannibal's attack on Rome</li> <li>5. Scipio saves Rome</li> <li>6. Culture in the Roman Republic</li> </ol>	<ol style="list-style-type: none"> <li>3. Augustus: the first emperor</li> <li>4. Emperors Claudius and Nero</li> <li>5. Pompeii and the eruption of Vesuvius</li> <li>6. The Jewish-Roman War</li> </ol>	<ol style="list-style-type: none"> <li>2. Caratacus fights back</li> <li>3. Boudicca's revolt against the Romans</li> <li>4. The Roman Town of Aquae Sulis</li> <li>5. Hadrian's Wall and life on the frontier</li> <li>6. Black Romans in Britain</li> </ol>	<ol style="list-style-type: none"> <li>2. Emperor Constantine makes big changes</li> <li>3. The Byzantine Empire carries on</li> <li>4. An African empire: Aksum</li> <li>5. A high and holy place</li> <li>6. How Aksum became a Christian state</li> </ol>	<ol style="list-style-type: none"> <li>3. Arabian worlds before Muhammad</li> <li>4. A new message</li> <li>5. Escape to Yathrib</li> <li>6. Return to Makkah</li> </ol>	<ol style="list-style-type: none"> <li>so fast?</li> <li>3. The homesick ruler and the hall of light</li> <li>4. City of learning, city of art</li> <li>5. City of three religions</li> <li>6. 'You have destroyed what was unique in the world'</li> </ol>
<b>Substantive knowledge</b>	<ul style="list-style-type: none"> <li>● Foundation myth of Romulus and Remus</li> <li>● River Tiber civilisation</li> <li>● The early kings of Rome</li> <li>● Development of the Roman Republic</li> <li>● Punic wars, Hannibal, Roman army</li> <li>● Roman religion, Roman myths &amp; legends</li> <li>● Roman roads</li> <li>● Roman politics and government during the Republic</li> </ul>	<ul style="list-style-type: none"> <li>● Roman army</li> <li>● Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (links to Judaism in Y3; and Christianity in Year 4 so far, re Roman province of Judea).</li> <li>● Persecutions of Christians in Rome (links to Christianity 1 and 2)</li> <li>● Amphitheatres and games</li> <li>● Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce &amp; apply volcano knowledge from geography)</li> </ul>	<ul style="list-style-type: none"> <li>● The ancient Britons – a land of diversity, a land of migrants (eg Celts).</li> <li>● Celtic language, Celtic culture.</li> <li>● Rebellions: Caratacus, Boudicca.</li> <li>● Roman town: Aquae Sulis</li> <li>● Life on the frontier: Hadrian's Wall</li> <li>● Black Romans in Britain</li> </ul>	<ul style="list-style-type: none"> <li>● This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows:</li> <li>● 1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becomes official religion of Roman Empire.</li> <li>● 2.Constantine founding of Constantinople.</li> <li>● 3.Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European &amp; Asian influences in art and architecture.</li> <li>● 4.Trade in East Africa &amp; links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum.</li> <li>● 5.Ethiopian Christianity: the rock churches and other cultural artefacts; importance in world Christianity.</li> <li>● 6.Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum.</li> </ul>	<ul style="list-style-type: none"> <li>● Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world.</li> <li>● An oral culture and a land of poetry.</li> <li>● Stories about the birth of Muhammad.</li> <li>● Makkah, Medina and the birth of Islam.</li> </ul>	<ul style="list-style-type: none"> <li>● Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba.</li> <li>● How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together.</li> <li>● The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</li> </ul>
<b>Vocabulary</b>	<b>Chapter 1</b> legend, Romulus, Remus, Tiber, shepherd, omen, 753BCE, rome, senators, unity, toga, temples, cunning, Sabine, festival, signal	<b>Chapter 1</b> survival, peninsula, province, centurion, legion, standard, height, rebel, frontier, forts	<b>Chapter 1</b> Britannia, veni, vedi, vici, invasion, Celtic tribes, Claudius  <b>Chapter 2</b>	<b>Chapter 1</b> Bethlehem, three wise men, frankincense, myrrh, miracles, forgiveness, rose from the dead, converted, baptised, sins,	<b>Chapter 1</b> dominated, Arabia, desert, Arabs, Islam, Makkah, pilgrimage, pilgrims, Bedouin, campfires, recite, Kaaba, shrines,	<b>Chapter 1</b> warring, disputes, Caliphs, warfare, Samarkand, Sind, territory, advance

	<p><b>Chapter 2</b> Religious, seven hills, Tarquin, Tarquin the Proud, Brutus, senate, represent, consuls, republic, SPQR</p> <p><b>Chapter 3</b> Peninsula, Carthage, Carthaginians, surrendered, Punic Wars, heavy fines, Hannibal</p> <p><b>Chapter 4</b> revenge, camp, cavalry, battlefield, were lost, ambushed</p> <p><b>Chapter 5</b> Scipio, Scipio Africanus, threat, criticised</p> <p><b>Chapter 6</b> patrician, plebians, elect, representatives, overrule, enslaved</p>	<p><b>Chapter 2</b> Julius Caesar, Gaul, Pompey, foreign, Brutus, Ides of March</p> <p><b>Chapter 3</b> Mark Antony, descended, cunning, Augustus</p> <p><b>Chapter 4</b> emperor, Claudius, proclaim, advantage, aqueducts, Nero, Colosseum</p> <p><b>Chapter 5</b> Pompeii, Vesuvius, vapour, Pliny, panicked, debris</p> <p><b>Chapter 6</b> Judea, rebellion, imperial, culminated, enslaved, trophies, pockets of resistance</p>	<p>chieftain, Caratacus, warriors, ambushed, captured, forces, fort, ascend, breast-plates, defeat, placed in chains, heavy taxes, revenge</p> <p><b>Chapter 3</b> capital city, Colchester, stationed, revolt, Icenii, Boudicca, raised an army, razed to the ground, Londinium, Watling Street, increased in number, heavily outnumbered, without delay, showed no mercy</p> <p><b>Chapter 4</b> Aqua Sulis, spring, fortune, strigil, hypocaust, furnaces, palstra, intersecting, branched off, grid, aqueducts, forum, basilica, theatre, temple</p> <p><b>Chapter 5</b> frontier, height, Hadrian, Hadrian's Wall, approaching, Vindolanda, wooden tablets</p> <p><b>Chapter 6</b> garrison</p>	<p>shepherd, persecution, persecute, incense, disloyal, suspicious, amphitheatres, memorial, martyrs</p> <p><b>Chapter 2</b> official religion, Constantine, rivals, vision, Byzantium, Byzantine Empire, harbour, culture, cultures, mosaic</p> <p><b>Chapter 3</b> Goths, Huns, Visigoths, sacked, marble, hippodrome, stadium, Justinian, code, innocent, law courts, rights, Empress Theodora, court, halo, baptismal font</p> <p><b>Chapter 4</b> Aksum, plateau, terraces, lowlands, Adulis, caravan, export, ivory, tusks, perfumes, Yemen, mints</p> <p><b>Chapter 5</b> state, Ethiopia, preserve, perilous, hewn, saints, sacred, rock-hewn</p> <p><b>Chapter 6</b> shipwreck, Ezana, bishop, patriarch, erected stela, Professor</p>	<p>idols, pagan, spirits, Quraysh, Aminah, Muhammad</p> <p><b>Chapter 2</b> pastoral, nomads, widows, orphans, warrior, pastures</p> <p><b>Chapter 3</b> Clansmen, clans, blood feud, in praise of, ancestors, heritage, Petra, reared, oases, fragrant</p> <p><b>Chapter 4</b> Khadijah, matchmaker, turning point, followers, revelations, submission, submitting, paradise, preach</p> <p><b>Chapter 5</b> scorned, betraying, disapproved, refugees, tragedy, jeering, plunge, grove</p> <p><b>Chapter 6</b> mosque, Prophet, Medina, Arabic, negotiate truce</p>	<p><b>Chapter 2</b> factors, liberators, tolerant, booty, inheritance, taking them captive, pride, treasurers, surveyors, dynasty, Ummayad, Damascus, criticise, rally round, Abbasids, unfurled, banners, Abd al-Rahman, massacre, biblical, fugitive</p> <p><b>Chapter 3</b> Cordoba, unwinding, turban, emir, stranger, homeland, exile, urgent, stonemasons, honour, glance, sturdy, delicate</p> <p><b>Chapter 4</b> aisles, jade, musician, lute, Peoples of the Book, provoked, clamped down, locust, minaret</p> <p><b>Chapter 5</b> splendour, ancestors, sought out, mihrab, adapted, production, extension</p> <p><b>Chapter 6</b> Berbers, deadly, Almohads, momentum, expelled, triumph, cathedral, enraged, town council, permission, unique</p>
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