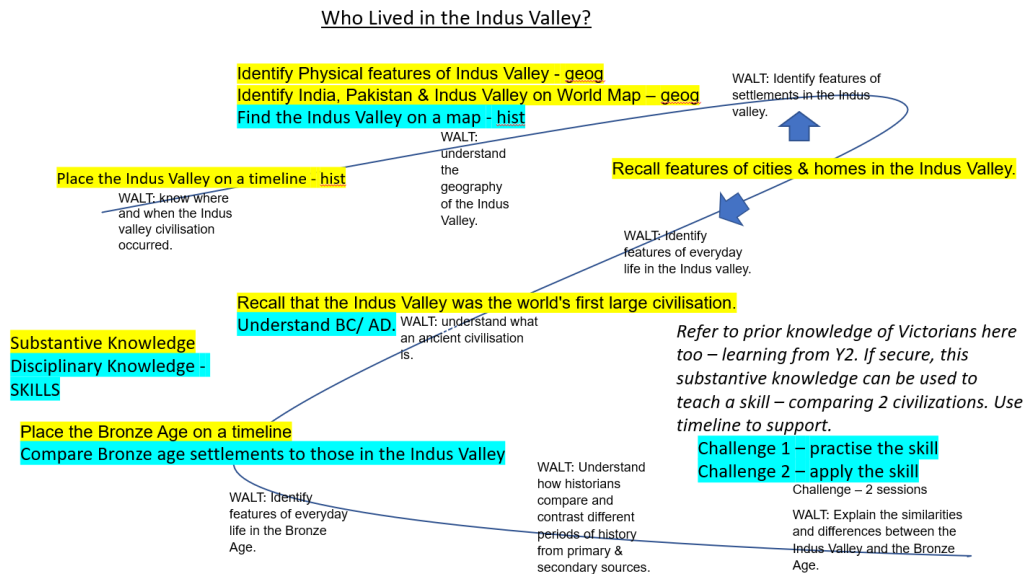


How we Build Historians at Blackhorse and Emersons

At Blackhorse and Emersons Green, we plan our enquiries (BH) and topics (EG) in full before we teach the first lesson. We carefully and precisely map out all our WALTs, ensuring that we begin by consolidating **substantive knowledge** and then build towards **disciplinary knowledge**, once the learners are ready.

In KS1, there is a bigger focus on substantive knowledge. By KS2, much of this substantive knowledge is already secure, so we build up to disciplinary knowledge and skills more quickly. We always activate prior knowledge by revisiting if regularly, using quizzing.

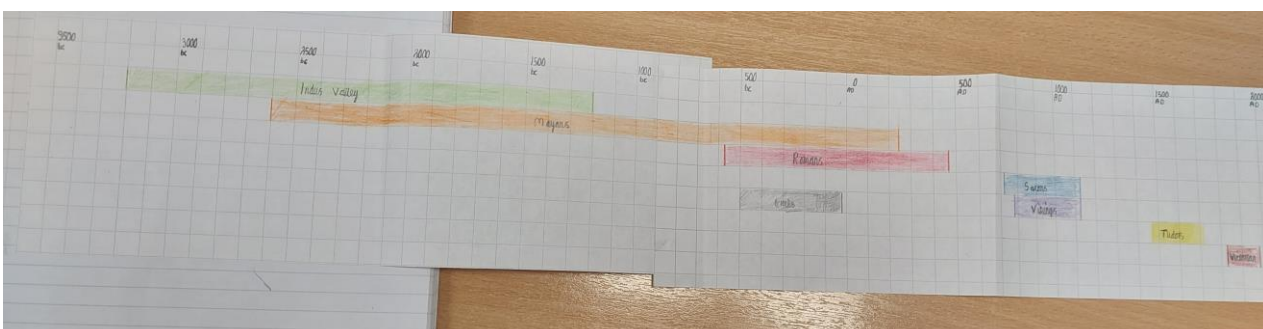
The first stage of planning a new historical enquiry or topic:



We Start by Teaching Chronology



We know that the concept of chronology and the passage of time are big concepts and we revisit them frequently so that they gradually stick in the children's mind, using spaced retrieval practice. We begin each historical enquiry or topic by activating prior knowledge using our timeline on the playground. In Reception, the children place themselves and their parents, then their grandparents on the physical timeline. By Year 6, the children place every historical period they have studied. In KS2, children build bar model timelines showing all the periods studied to date. In Year 3, they make physical bar models using cubes. By Years 4-6, they record these in their log books:



We Teach Background Knowledge Using Knowledge Organisers

Our enquiries (BH) and topics (EG) focus on specific big questions. It is very important for the children to understand the context of the period being studied, even if the question being explored only relates to a specific part of it. In our second lesson of a history lead enquiry or topic, we teach a lesson focussing on the content of a knowledge organiser, to set the scene for the children and to provide a wider context for the specific learning to come. All History knowledge organisers include: location, ruled by, civilisation/empire, inventions, beliefs and houses.

For the Year 6 enquiry, 'Who were the greater engineers, the Romans or the Victorians?' we use 2 knowledge organisers to set the scene for the learning:

VICTORIANS KNOWLEDGE ORGANISER

The UK and British Empire	Ruled by Queen Victoria	The British Empire
 The Victorians were the people who lived in Great Britain between 1837 - 1901.	 1837 - 1901 (ended 122 years ago) The Victorian era lasted for the same amount of time as Queen Victoria was Queen of UK.	 An EMPIRE is a group of countries which have been colonised (taken over) by another country, usually conquered through invasion. The British Empire was ruled by Great Britain between 1500 - 1913.
Inventions	Beliefs	Houses and Towns
Industrial Revolution: Factories opened & lots of new technology was invented. Inventions: Suspension and cantilever bridges, iron ships, cameras, lightbulbs, flushing toilets, telephones, bicycles, motor cars, X-rays, the cinema	(Mostly) Protestant Christian <i>Most people went to church every week</i> 	- Big difference between rich & poor people. - No free healthcare. - No free schooling. - Cities grew quickly as people moved in to them to work in factories. - Poor areas had no indoor toilets, no electricity, no running water. 

ROMANS KNOWLEDGE ORGANISER

Rome	Ruled by Senators	The Roman Empire
Around 2,500 years ago, Rome grew from a town into an enormous capital. 	In the early days, Rome was ruled by kings. Romulus was supposedly the first king. Rome became a republic. The republic didn't allow one person to have complete control of the city. A group of men called senators shared that power. The two most powerful people in the senate were the consuls. 	The Roman Empire lasted from 700BC to AD476 The city of Rome was at the centre of a huge empire that stretched from Scotland to Syria. At the peak of its power, Rome ruled more than 45 million people across Europe, North Africa and Asia. 
Inventions	Beliefs	Houses
Roman Roads  The Romans built 10,000 miles of road across Britain. Many of these are used today as modern roads, such as the Fosse Way which went from the Roman towns of Lincoln to Exeter. Before the Romans came, very few Britons could read or write. The Romans wrote down their history, their literature and their laws. They spoke Latin, and it wasn't long before some Britons started to use it too. 	The Romans had lots of different gods and goddesses. There were gods for almost everything, like thunder, love, war, wisdom and even the sewer in Rome. The Romans were always trying to keep on the good side of their gods. They made offerings at temples and shrines to make them happy. 	Houses Poor Romans in towns and cities lived in Insulae. These were like apartment blocks built of wood, mud bricks and, later on, concrete.  Wealthy and influential Romans owned larger homes called Domus.  A Roman Villa was a country home used by wealthy Romans. Villas were larger than Domus. 

Agreed Historical Terms

To ensure consistency and to support the consolidation and activation prior knowledge, we use an agreed set of definitions for key historical terms and definitions:

Key historical definitions

Terms	KS1 Definition	KS2 Definition
Historian	Someone who learns about the past.	
Civilisation	A group of people who live in large, well-organised groups usually in towns or cities.	A civilization is a large group of people who share certain advanced ways of living and working. Civilizations came about as humans started living in cities. City people developed advanced forms of culture and government. Eventually, this advanced lifestyle spread to people in large regions around cities. Civilisations will have: 1. Laws 2. Cities 3. Culture & religion 4. Common language 5. A ruler or government 6. methods of trade & farming.
Kingdom	A place ruled by a King or Queen.	A territory ruled by a King or Queen. <i>Might not be considered a civilisation.</i>
Tribe/ Clan	A smaller group of people you live together as a group. May be nomadic.	
Nomads/ Nomadic	A tribe which moves to different places in search of food or trade.	
Empire	When a King or Queen controls many different countries.	A set of lands or regions which are ruled by an Emperor or ruler. An empire will often include many different cultures.
Culture	How a group of people dress, what they believe and how they express themselves through art/ music.	
Trade	To exchange one thing for another. For example: buy and selling, or swapping.	The exchange of goods and services for other goods or services.
Artefact	Any object made by a person.	Any object made by a person which can often tell us something about how people lived in the past.
Significance	Why a person or era/period is important.	
Cause and consequence	Why one event led to another.	
Chronology	To learn about time and when things happened.	
Chronological (adjective)	The order in which things happened.	
Era/ Period	A section of time with a set beginning and end.	
Primary Source	An artefact which helps us understand how the past was different.	
Secondary Source	Information about the past which someone else has written.	