

History



Curriculum Booklet

History Intent

'A person without the knowledge of their past history, origin and culture is like a tree without roots.'
Marcus Garvey

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture, and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes, and values.

We encourage our children to develop a **passion** for learning about the past, use inquiry skills to question evidence and gain a chronological understanding of different historical eras. At **Tanners Brook Primary School**, our intent, when teaching history, is to stimulate the children's **curiosity, develop their knowledge, skills** and understanding to enable them to achieve **their personal best**.

We aim for our pupils to:

- enjoy developing a thirst for the knowledge and skills needed to be a young historian
- be equipped to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgements
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- build a 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 strive for our pupils to leave Tanners Brook Primary School with a strong sense of **their own identity** and to be well equipped with the knowledge and skills needed to face the **challenges of their time**.

History Implementation

Our vision is for everyone to 'strive for our personal best to make our community proud' and we want **every child to thrive** at Tanners Brook Primary School. Therefore, history teaching is whole-class based, supported by appropriate **scaffolding** so every child can succeed and make good progress from their starting point. Teachers aim that in every lesson children are challenged appropriately so that they can know more, remember more and do more. We follow a Tanners Brook lesson structure in every lesson to support this.



History delivery at Tanners Brook Primary School is **creative** and **engaging**, where teachers plan and deliver high-quality, coherent, engaging and inspiring lessons that are memorable for the children whilst also equipping them with the skills and knowledge needed to be a successful historian.

The children are **hooked** into learning through excitement and curiosity. They experience working independently, in pairs or in small groups depending on the nature of the task. Working with others allows the children to ask questions, compare similarities and differences, as well as allowing those with expertise in specific areas to demonstrate these strengths.

Wonder Boxes

As a school, we have created a range of 'Wonder Boxes' which include artefacts, sources and information about different historical periods. The sources and artefacts allow children to understand what it would have been like, create a sense of awe and wonder and provide 'hand on' experience. Throughout a child's history journey at Tanners Brook Primary School, they experience school trips, history themed days and visitors. These events enrich a child's history learning and 'make the history come alive'.

In each unit pupils are learning how to:

Compare similarities and differences



Sequence events in chronological order



Ask questions



Research events



Remember key knowledge



Use specific vocabulary



Key elements of the study of History:

The foundations of History starts in the Early Years through Understanding the World as a key area of learning and the Early Learning Goal (ELG) Past and Present. Children can reach this goal in many learning opportunities, but it is likely to see:

EYFS:

- Children beginning to make sense of their own life-story and family history
- Talk about the lives of the people around them and their roles in society
- Know some similarities & differences between things in the past & now
- Role play for special events, for example the Coronation
- The use of language connected with the passing of time

These foundations support our children on the History journey as they move to KS1.

KS1

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals
- Significant historical events, people and places in their own locality

KS2

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations
- Ancient Greece
- A non-European society that provides contrasts with British history

Some children with SEND might find accessing the History curriculum difficult. Their barriers may include:

- Difficulties with literacy and/or Maths
- Difficulties with attention/concentration
- Understanding of language, in particular subject specific vocabulary
- PTSD related barriers due to experiences of war, conflict or seeking refuge
- Difficulties with retaining new information

At Tanners Brook we will support all our children to reduce these barriers through:

- Pre-teaching
- Clear modelling of tasks with examples
- Minimising distractions in the classroom
- Designing tasks into manageable chunks
- Finding other ways for the children to record their learning beyond writing
- Incorporate practical resources to support understanding
- Following a clear lesson structure in all lessons

Whole school provision map 2024-25:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY	Understanding the World: Begin to make sense of their own life story and family's history.	Understanding the World: Similarities between the past and now (household items)	Understanding the World: Changes since we were born timeline	Understanding the World: Looking at fossils/animals now and in the past – relate to Mary Anning first Palaeontologist (Science Link)	Area of Learning - Understanding the World Early Learning Goal: Past and Present Talk about lives of people around them & their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read and explored in class. Understand the past through settings, characters & events encountered in books read in class & storytelling.	
1			Then and Now (Toys)	Great Fire of London	Then and Now (Houses)	
2			Florence Nightingale (Who was Florence Nightingale and how did she help others?)		Titanic	
3	Stone Age to Iron Age (Where did we begin?)	Stone Age to Iron Age (What did early people do for us?)				Roman Britain (What did the Romans do for us?)
4	Egyptians (Tutankhamun – What makes a mummy?)	Egyptians (What did the Egyptians do for us?)			Anglo Saxons and Vikings (What made Alfred Great?)	Anglo Saxons and Vikings (Where did the Vikings go?)
5	Ancient Greece Chronology (What was lifelike in Ancient Greece?)	Ancient Greece (What was the Ancient Greeks' influence on today's world?)			WW2 (What in the world went wrong?)	WW2 (How did WW2 affect Southampton?)
6		Victorians (What was life like in Victorian times? How has the Victorian period impacted on our lives today?)			The Maya (What did the Maya do for us?)	

History Impact

History is celebrated at Tanners Brook Primary School with high quality displays showing examples of learning from a range of history units studied. This also provides opportunity for children to reflect on their previous learning or excite them for learning yet to come. Children's learning is also celebrated in assemblies.

At Tanners Brook Primary School, we strive to provide a rich and high-quality curriculum that supports children in knowing more, remembering more and being able to do more.

By the time our children leave Tanners Brook, they can use their knowledge of the past to sequence historical events chronologically. The children are able to use picture sources and artefacts to question historical evidence. They know that the evidence does not always tell us everything about the past and they need to use inquiry skills to question the reliability.

Evidence and outcomes of the learning in history is dependent on the nature of the task in each lesson; year group and the skills and knowledge being developed. This can vary and be in the form of discussion, extended writing, photographs of practical activities and/or historical timelines. Core knowledge of each unit is supported by our knowledge organisers which detail the key knowledge outcomes, key skills, key vocabulary, and key enquiry questions.

We rely on a range of assessment tools to assess the knowledge and skills pupils have, their progress and their next steps. This includes:

- Assessment for learning
- Outcomes in their books
- Research projects
- Pupil voice

Pupils have positive attitudes towards History and are able to articulate what they have learned. Our pupils say;

"I like it, we should learn history more often." Beth, UKS2

"The Captain said "Nothing can sink my boat not even god." It hit the iceberg and scraped the side and it

all filled up. The captain went down with the ship." Nikodem, LKS2

"I like history, it's interesting. I like knowing how people lived in the past." Ava, UKS2

“I like it because I started reading the Horrible Histories and I find it fascinating. The Stone Age was fun because of the Stone Henge trip.”
Matas, LKS2

“My favourite subject is History.”
Cleo LKS2

“History lessons are interesting we learn lots of facts about things that happened in the past.” Ella KS1

“I remember that the Great Fire of London started in Pudding Lane in a bakery when they were ready for bed. They put all the candles out and then fire sparked in the middle of the night.” Miles, KS1

History is celebrated at Tanners Brook Primary School with high quality displays showing examples of learning from a range of history units studied and high-quality outcomes that children feel proud of. We also hold open events for parents to share our experiences and outcomes, for example, through the Egyptian Museum in Year 4.

