

# History



**Curriculum Booklet**

# History Intent

*'A people 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**.

In line with the National Curriculum, 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.



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:

**EYFS:** *Understanding the World includes history (Past and Present)*

- Begin to make sense of their own life-story and family's history
- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now.

**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

Whole school provision map:

**TBPS History Provision Map 2022-23**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1			Then and Now – Toys	Then and Now – Houses	Great Fire of London	Great Fire of London
Year 2		Florence Nightingale	Titanic		Castles	
Year 3	Stone Age to Iron Age	Stone Age to Iron Age				Roman Britain
Year 4	Egyptians	Egyptians			Anglo Saxons & Vikings	Anglo Saxons & Vikings
Year 5	Ancient Greece	Ancient Greece			Local Study - WW2	Local Study - WW2
Year 6		Victorians			The Maya	

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.

# History Impact

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. 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, etc.