



Tilston Parochial
CE Primary School

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Our School Curriculum

A creative and thematic approach to learning.

Curriculum Intent and Progression Map

Subject: History





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Curriculum Statement

“History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future.” Robert Penn Warren

At Tilston, we strongly believe in History as vital in **bringing out the best in everyone**. A fuller understanding of ourselves and others offers us all a better chance to face our futures; learning about who we are and the best we might become. Studying history; the events, movements, values and attitudes of the past, plays a major role in the way we think now. Our History curriculum gives Tilston learners the critical ability to challenge what has come before them and their own thoughts and values, as they become rounded individuals, faced with different issues and choices.

‘Do to others as you would have them do to you.’ Matthew 7:12

History surrounds us and is inescapable. We strive to ensure that our History curriculum supports Tilston learners in their confrontation of contemporary issues such as ongoing inequality in our world today. As we learn about the rights and wrongs of the past, we can identify similarities to today, as well as seek to understand cause and effect. History is so important – it helps children to form their moral view of the world, to adopt a stance and to make a stand. In this way, History is deeply entwined with PSHE, with our Christian mission statement and our Christian core value of respect.



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Computing Curriculum Intent

At Tilston, we know how vital it is that our children have an opportunity to study, understand and therefore have a great awareness of how history has shaped our world. We strive to deliver a history curriculum that promotes the transferable skills of deep thinking and critical analysis to help them make meaningful comparisons between the past and present. The National Curriculum underpins Tilston's History curriculum, alongside Chris Quigley's Essentials and Focus Education's Knowledge-Rich Curriculum. Thus, we ensure a balanced progression of skills and sticky knowledge.

History is used at least once every academic year as a 'lead' theme which ensures that not only do our pupils receive a high quality historical learning experience, but also that plenty of meaningful, cross-curricular opportunities are available. To help develop our children's sense of chronology, we have ensured that the units they study within each year in KS2 are in a chronological order and this understanding is further supported by display materials and reminders when possible.

We adapt our curriculum to meet the needs of our small, rural school in the face of bigger national and global shifts and we regularly review the effectiveness of our curriculum and teaching. Our Medium Term planning identifies the knowledge, skills and vocabulary to be developed and as our teachers build on these medium-term plans, we give the children opportunities to feed into the short-term planning so we ensure their learning is relevant and contextualised.

Our teaching takes into account the needs of all our learners and we fully believe in ensuring our curriculum is inclusive and accessible to all. Our cross-curricular opportunities allow all to shine and develop their understanding. We aim to provide hands-on experiences, related to our local area where possible, so that our children can gain the best sense of change over time. We incorporate theme days, class visits from outside professionals and relevant individuals as well as trips to places of historical interest.

TRUST

'May the God of hope fill you with all joy and peace as we trust in him.'
Romans 15:13

COURAGE

'Be strong and courageous, do not be frightened or dismayed, for the Lord your God is with you wherever you go.'
Joshua 1:9

COMMUNITY

How good and pleasant it is when God's people live together in unity.'
Psalm 133.1

RESPECT

'Do to others as you would have them do to you.'
Matthew 7:12

JOY

'A happy heart makes the face cheerful.'
Proverbs 15:13

FRIENDSHIP

'There is a friend who sticks closer than a brother.'
Proverbs 18:24

Bringing out the Best in Everyone. *'Encourage one another and build each other up.'* Thessalonians 5:1



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Impact

Our children enjoy learning about history and produce some high-quality historical work for their topic books and in discussion. They are able to draw upon their knowledge and make reference to it when exploring themes and historical periods. Increasingly, they are able to draw comparisons with events and attitudes they see around them today. They apply the skills developed in their study of core subjects to their learning in history and apply historical skills in other contexts. They are becoming discerning consumers of information, making decisions about its relevance and reliability, and are increasingly able to consider and use the evidence in front of them to make deductions and present hypotheses, recognising bias and its causes. Their understanding of cause and effect is improving. They are confident to argue their case and will stand by what they think is right. Particularly as they move into the older primary age groups, their discussions will often involve qualitative and moral consideration of historical events and their relevance to today's attitudes, people's actions and events in our own country and abroad.

As they move through the school and beyond, they are able to think more as historians, becoming confident in their skills and knowledge to be able to tackle historical challenges and produce really good quality work. Their understanding of chronology is improving and they are able to make connections between the periods. As they progress to secondary education and beyond, the rich curriculum they have experienced inspires a love of history.

The impact of our history curriculum is that they enjoy history, are knowledgeable about it; on a local, national and international scale and make good progress. The children are proud of their work in history. They are keen to learn more, to find answers to questions and to understand the world around them. They work very well together, cooperating and sharing. The excellent experience of working together and having many opportunities to discuss and have their ideas challenged builds their confidence and resilience.

HISTORY						
EYFS	Area of Learning		ELGS		Topics and Themes	
	Understanding the World		<p>Past and Present</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read and class story telling.</p> <p>Talk about the lives of the people around them and their roles in society</p>		<p>Local History Month</p> <p>Black History Month</p>	
Class	Y1/2 ROBINS		Y3/4 HOUSE MARTINS		Y5/6 KESTRELS	
Cycle	A	B	A	B	A	B
<p>NC LINKS</p> <p>Topics</p>	<p>CHANGES WITHIN LIVING MEMORY <i>All About Me!</i></p> <p>SIGNIFICANT INDIVIDUALS <i>Blast Off!</i></p> <p>SIGNIFICANT EVENTS BEYOND LIVING MEMORY <i>The Great Fire of London</i></p> <p>SIGNIFICANT INDIVIDUALS <i>Ahoy There!</i> <i>Grace</i> <i>Darling/Christopher</i> <i>Colombus</i></p>	<p>CHANGES WITHIN LIVING MEMORY <i>Amazing Me!</i></p> <p>SIGNIFICANT INDIVIDUALS <i>Going Green/Ice</i> <i>Explorers</i></p>	<p>CHANGES IN BRITAIN FROM STONE AGE TO IRON AGE <i>Rocks, Landscape and Stone Age</i> <i>Britain</i></p> <p>THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN <i>Roaming Romans</i></p>	<p>ACHIEVEMENTS OF THE EARLIEST CIVILIZATIONS <i>Ancient Egyptians</i></p> <p>ANCIENT GREECE <i>Glorious Greeks</i></p>	<p>STUDY OF AN ASPECT OF BRITISH HISTORY + A LOCAL HISTORY STUDY <i>Britain at War</i></p>	<p>BRITAIN'S SETTLEMENT BY ANGLO-SAXONS AND SCOTS</p> <p>VIKING/ANGLO-SAXON STRUGGLE UNTIL EDWARD THE CONFESSOR <i>Invaders and Settlers</i></p> <p>NON-EUROPEAN SOCIETY FROM 900AD <i>Mayans</i></p>
<p>Investigating and Interpreting the Past</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p>		<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>		<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p>	

	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>
Chronological Knowledge and Understanding	<p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Recount changes that have occurred in their own lives.</p> <p>Use dates where appropriate.</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events.</p>
Communicate historically	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of the concept of nation and a nation's history.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Use appropriate historical vocabulary to communicate, including those used in LKS2 and continuity, change, century, decade, legacy.</p> <p>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>

Build an Overview of World History	Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.		Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from the Stone Age to the Anglo-Saxons Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.		Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from the Anglo-Saxons to 20 th century. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.			
New Vocabulary	<i>Gruel, penny farthing, work house skipping marbles snakes and ladders ludo</i> <i>Past, present, 1666, London, The Monument, River Thames, Samuel Pepys, Pudding Lane, King Charles, bakers, diary, burning, escaping, smoke, Tower of London, fireman, cart, axe, fire hooks, leather bucket, bread, buns.</i> <i>Neil Armstrong, space, Apollo, walk, moon landing, engineer, space flight, first, orbit, NASA, astronaut, moon</i> <i>Admiral, America, Asia, Indians, India, indies, Italy, journey, land map, native, mast, navigate, New World, Nina, Pinta, Santa Maria, ocean, North America, sailor, sea, ship, spices, trade, travel, voyage, West Indies</i>		<i>Blackboard Chalk nit nurse inkwell pen and nib skipping marbles snakes and ladders ludo</i> <i>North pole, south pole, Arctic, Antarctica, expedition, Endurance,</i>		<i>Centurion Emperor Aqueduct Gladiator Londinium Conquer Invade Romanisation Senate Roman baths</i> <i>Archaeologist Artefact Neolithic B.C. Chronology Tribal Hunter-gatherer Shelter Civilization Settlement Prey</i>		<i>Archaeologist, pharaohs, Tombs, Pyramids, Hieroglyphs, Vizier, Scribe, Sarcophagus, Mummy, Papyrus, scarab</i> <i>Philosophy, Athenians, Spartans, democracy, Olympics, plague, truce, Zeus, Iaincloth, Apollo, Sacred truce, temple.</i> <i>Trench Airships Archduke Franz Ferdinand of Austria Central powers Front line Central powers of no man's land Battle of the Somme Zeppelin Blackout Armistice Day Conscripton</i> <i>Anglo-Saxon Kingdoms Shires Shire reeve Thane Legacy Wessex Witan or witenagemot Wergild Churl Mercia Raids Vicious Longhouse Berserkers Longship Odin Scandinavia Danelaw Misconception Jorvik</i>	
Enrichment Opportunities	<i>Great Fire of Nantwich Carden Hall Fire</i>		<i>Chester Roman tour</i>		<i>World Museum, Liverpool</i>			
Recommended Texts	<i>Great Fire of London</i>		<i>Stone Age Boy/First drawing</i> <i>Escape to Pompeii</i>				<i>Private Peaceful</i> <i>The Rabbits</i>	
Improving Diversity – key figures/periods to include	<i>Katherine Johnson (NASA scientist)</i> <i>Matthew Henson (discovered the north pole, 1902)</i>		<i>Septimius Severus – black Roman emperor</i>				<i>Alhazen (Scientist – how do we see light)</i>	

Black History Month (October)	<i>Wilma Rudolph Rosa Parkes Ruby Bridges</i>	<i>Mary Seacole Walter Tull</i>	<i>Windrush Generation</i>	<i>Civil Rights Movement (UK – Bristol Bus) Black Lives Matter</i>	<i>Liverpool's slave trade connection</i>	<i>Civil Rights Movement (US) Berlin Olympics and sport today</i>
2020 Catch Up/Black Lives Matter units	Look Up! by Nathan Bryon Wilma Unlimited by Kathleen Krull		<i>Counting on Katherine by Helaine Becker</i>		<i>Of Thee I Sing, Barack Obama Young, Gifted and Black by Jamia Wilson</i>	
Local History Month (May)	Changes in Living Memory – how has school life changed (uniform, lessons, building layout etc)		<i>Was Tilston a better place to live in the past or now? Why was our school built? What did the children learn and why? How were they taught?</i>		<i>Was Tilston a better place to live in the past or now? What was behaviour like in school? How much time did they have off and why? What was family life like?</i>	