



HISTORY

History

Curriculum Intent

History at Tattershall Primary School aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world.

We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. Through our curriculum, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.

Our History curriculum aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History. We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

In order to prepare pupils for their future learning in History, our curriculum aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

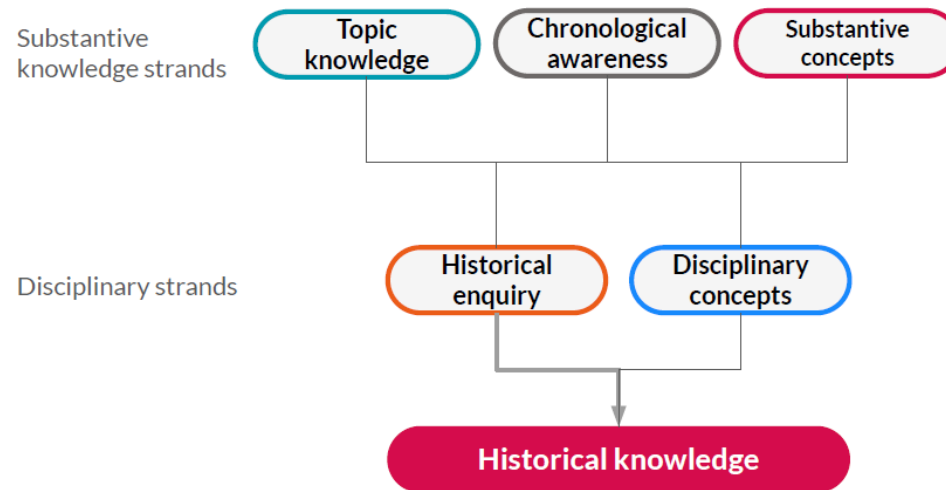
Our curriculum enables pupils to meet the end of Key Stage Attainment Targets in the National Curriculum and the aims also align with those set out in the National Curriculum.

History

Curriculum Implementation

At Tattershall Primary School we have used the curriculum design model from 'Kapow Primary'.

In order to meet the aims of the National curriculum for History and in response to the Ofsted Research review into History, we have identified the following key strands:



Our History curriculum emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.

Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. Children develop their awareness of the past in Key Stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key Stage 2 and identifying connections, contrasts and trends over time. Each class in Key Stages 1 and 2 displays a timeline which supports children in developing this chronological awareness.

In Key Stage 1 and 2, units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and Conclude, Communicate) when answering historical questions.

Over the course of the curriculum, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the curriculum, they will create their own historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key Stage 1, clearly identified in Lower Key Stage 2 and revisited in Upper Key Stage 2 (see Progression of skills and knowledge) allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.

Our History curriculum follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods. History in Action videos explain the careers and work of those in history and heritage-related fields. Historians, archivists, archaeologists, museum curators, teachers and heritage experts discuss their love of history, how they became interested in the subject, how they got into their jobs and what their jobs involve.

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

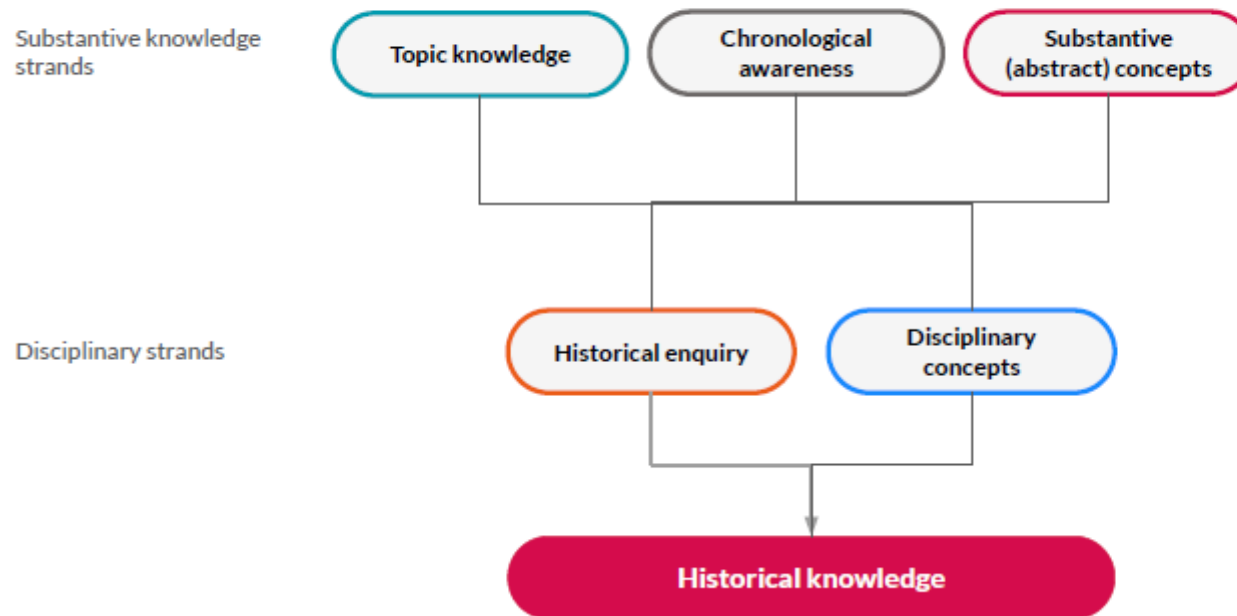
Teaching is adapted for every lesson as needed to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary. Each unit of lessons focuses on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions.

At Tattershall Primary School Design Technology is taught discreetly from Year 1 to Year 6, mostly through a weekly lesson. Due to our PAN of 20, we have single year group classes for Years R, 1, 2 and 6 and two mixed age classes; Year 3/4 and Year 4/5. In order to meet the needs of our school, we have designed a three-year cycle for the mixed age classes. This has been carefully planned and adapted to ensure that all pupils have access to a progressive curriculum.

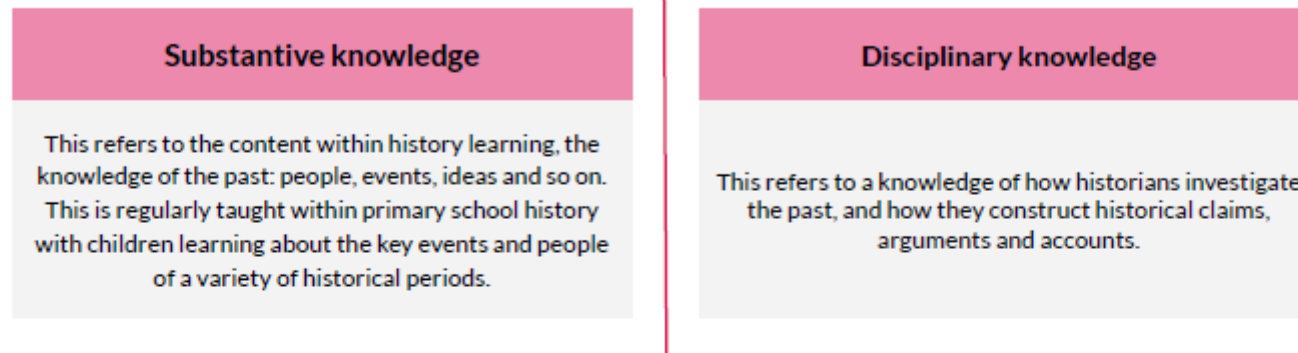
History

Curriculum Organisation

How is the History scheme of work organised?



Different types of knowledge in **History** learning



This diagram below shows the complex interplay between understanding substantive knowledge and disciplinary knowledge which is referred to in the Ofsted research review: 'knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.' The Kapow Primary Scheme uses an enquiry-based model so that children learn key substantive knowledge using the disciplinary knowledge and methods that historians use to find out about the past.



How does the scheme develop Disciplinary concepts?

An understanding of the key disciplinary concepts which underpin the study of history supports the children in broadening their skills, knowledge and understanding.

Change and continuity

Children identify and explain change and continuity across periods of history, focusing on chronology. They refer to the timeline throughout each unit, looking at sequencing, intervals between events and the duration of each key event

Similarities and differences

Children identify similarities and differences across periods of time. They will explain similarities and differences between social, cultural, religious and ethnic diversity in Britain across time periods and suggest reasons for these.

Cause and consequence

Looking into the reasons for, and results of, historical events and analysing these, children develop an understanding of cause and consequence. Children explain the reasons for and results of historical events, situations and changes.

Historical significance

Considering what makes events and people significant in their historical context and the present day, children compare significant people and events across different time periods and explain the significance of these.

Sources of evidence

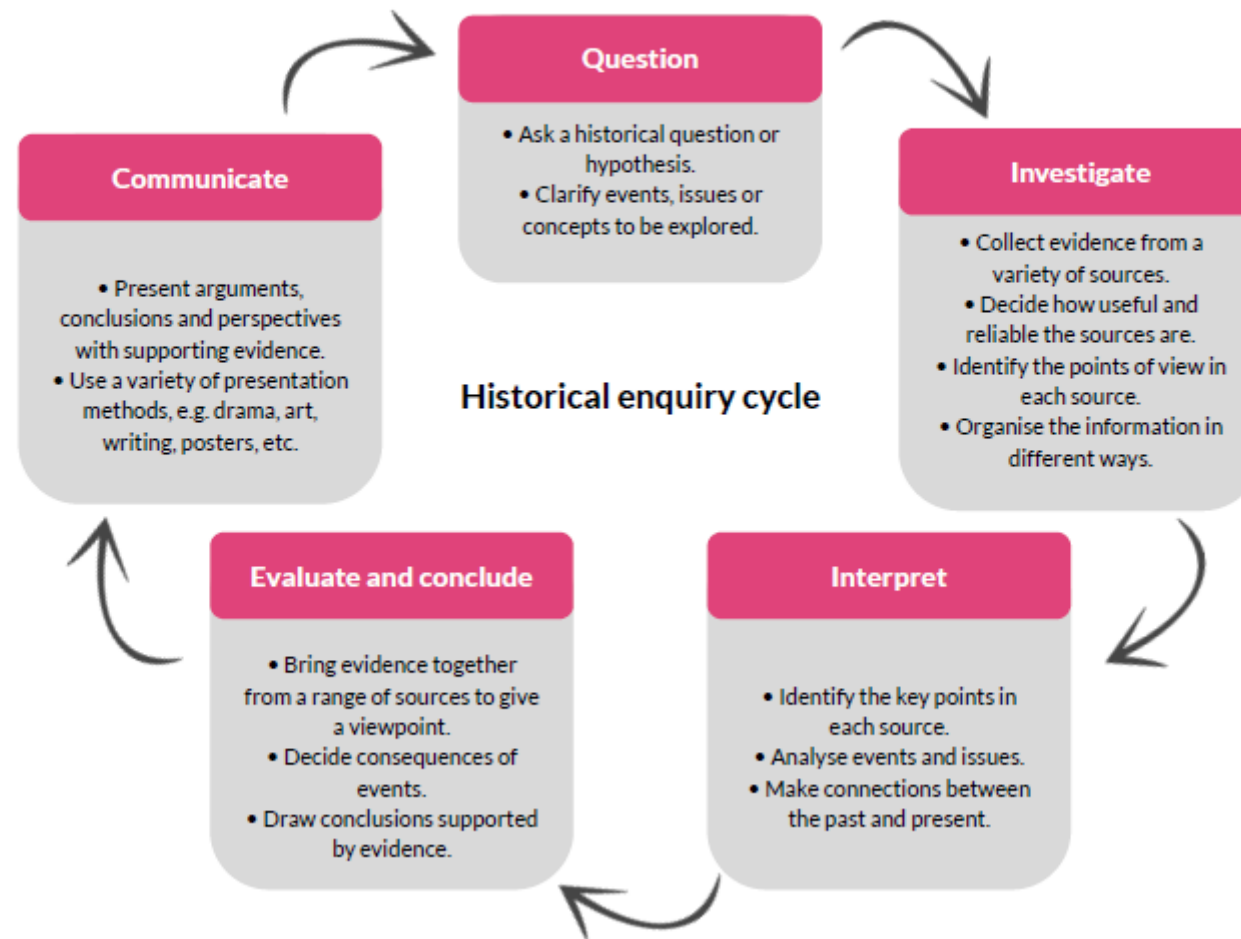
Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use.

Historical interpretations

Children will study how historians interpret the past and why events, people and changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability and quality.

How does the scheme develop Historical enquiry skills?

The Kapow Primary scheme allows children to experience the processes historians use to find out about the past.



History

Cycle 1

Long Term Plan

Squirrel Class (Year R)	Koala Class (Year 1)	Red Panda Class (Year 2)	Alpaca Class (Year 3/4)	Lion Class (Year 4/5)	Eagle Class (Year 6)
	<p>‘How am I making History?’</p> <p>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p>	<p>‘How was school different in the past?’</p> <p>Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p>	<p>‘Would you prefer to live in the Stone Age, Bronze Age or Iron Age?’</p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain’s story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions.</p> <p>Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p>	<p>‘Would you prefer to live in the Stone Age, Bronze Age or Iron Age?’</p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain’s story.</p> <p>Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions.</p> <p>Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p>	<p>‘What was the impact of WW2 on the people of Britain?’</p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.</p>

	<p>‘How have toys changed?’</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and ‘interview’ an old teddy bear before considering what toys may be like in the future.</p>	<p>‘How did we learn to fly?’</p> <p>Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>	<p>‘What was life like in Tudor England?’</p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.</p>	<p>‘What was life like in Tudor England?’</p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.</p>	<p>‘What does the census tell us about the local area?’</p> <p>Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.</p>
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	<p>‘How have explorers changed the world?’ Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.</p>	<p>‘What is a monarch?’ Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>	<p>‘Were the Vikings raiders, traders or something else?’ Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p>	<p>‘Were the Vikings raiders, traders or something else?’ Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p>	<p>‘What did the Greeks ever do for us?’ Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p>
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Adaptations for Cycle 2 and 3

CYCLE 2	CYCLE 3
<p>‘Why did the Romans settle in Britain?’</p> <p>Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.</p>	<p>‘How hard was it to invade and settle in Britain?’</p> <p>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</p>
<p>‘How have children’s lives changed?’</p> <p>Investigating the changes in children’s lives through time, children learn how spare time, children’s health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.</p>	<p>‘How did the Mayan civilisation compare to the Anglo Saxons?’</p> <p>Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.</p>
<p>‘What did the Ancient Egyptians believe?’</p> <p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians’ lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</p>	<p>‘The Sikh Empire?’</p> <p>Using a wide range of sources, children learn about the development of the Sikh Empire under the leadership of Maharaja Ranjit Singh and consider the people and beliefs that influenced him. They develop their understand of historical significance through studying his life. Pupils learn about the significance of Lahore as a trading hub and consider the lasting achievements of the Sikh Empire.</p>

Progression of Knowledge and Skills

Click on the icon below to open our History Progression of Knowledge and Skills Document



How our School Values are Embedded in History

HONESTY

FORGIVENESS

KINDNESS

TEAMWORK

RESPECT

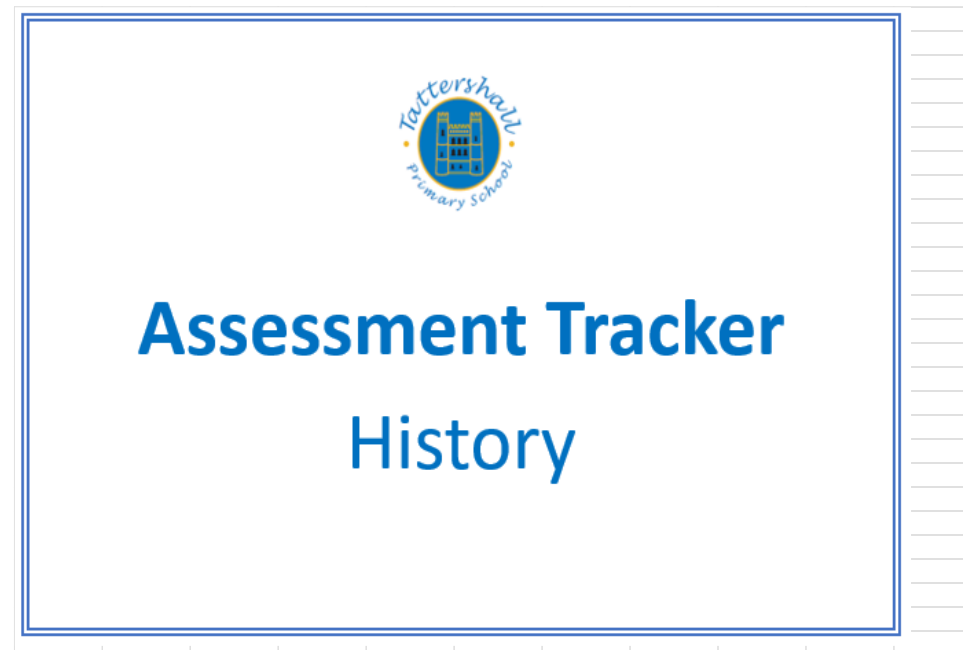
Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Kindness: Sharing and understanding of how people help each other.</p> <p>Respect: Respecting diversity of people around the world.</p> <p>Teamwork: Understanding how people work together e.g. firefighters. Working collaboratively to create a timeline.</p> <p>Honesty: Acknowledging when their invention did not work.</p> <p>Forgiveness: Forgiving if someone makes a mistake on an exploration.</p>	<p>Respect: Understanding how societies have respected the dead.</p> <p>Teamwork: Understanding how societies have worked together.</p> <p>Honesty: Crime and punishment – honesty leading to lesser punishment.</p>	<p>Kindness: Discussions on the Magna Carta and why it came about / how leaders treated the people in their society.</p> <p>Respect: How Vikings and Anglo-Saxons respected the peace treaty. Feudal system and discussion of elements within the Magna Carta.</p> <p>Teamwork: Tudors working together to make the towns cleaner and safer. Shang Dynasty armies and culture.</p> <p>Honesty: Honesty for the Olympic games – being a fair competitor.</p> <p>Forgiveness: The Anglo-Saxons forgiving the Vikings after many years of war.</p>

ASSESSMENT IN HISTORY

Teachers use formative assessment within and across lessons to be able to feedback to pupils about their learning in History in the moment. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Planning will be adapted to meet the needs of the children based on ongoing teacher assessment and adaptations will be designed to ensure pupil progress is maximised.

Each lesson will begin with an element of learning review and the key learning outcomes for each lesson are clearly identified. In addition, each unit has a quiz and knowledge catcher which can be used at the start and end of the unit. At the end of each unit, teachers will use the Assessment Tracker grid to make a summative judgement of each pupil's achievements. This information supports not only our assessment of achievement at an individual lesson but an overview of the class's achievement and is used to inform next steps. This information 'follows' the class year on year so that each teacher has a thorough and in depth understanding of the outcomes for each pupil and the class as a whole.

An example of the Assessment Tracker for History can be viewed by clicking on the icon below:



History

Curriculum Impact

After the implementation of our History Curriculum, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the relevant end of Key Stage expectations outlined in the National Curriculum for History at the end of Key Stage 1 and 2.