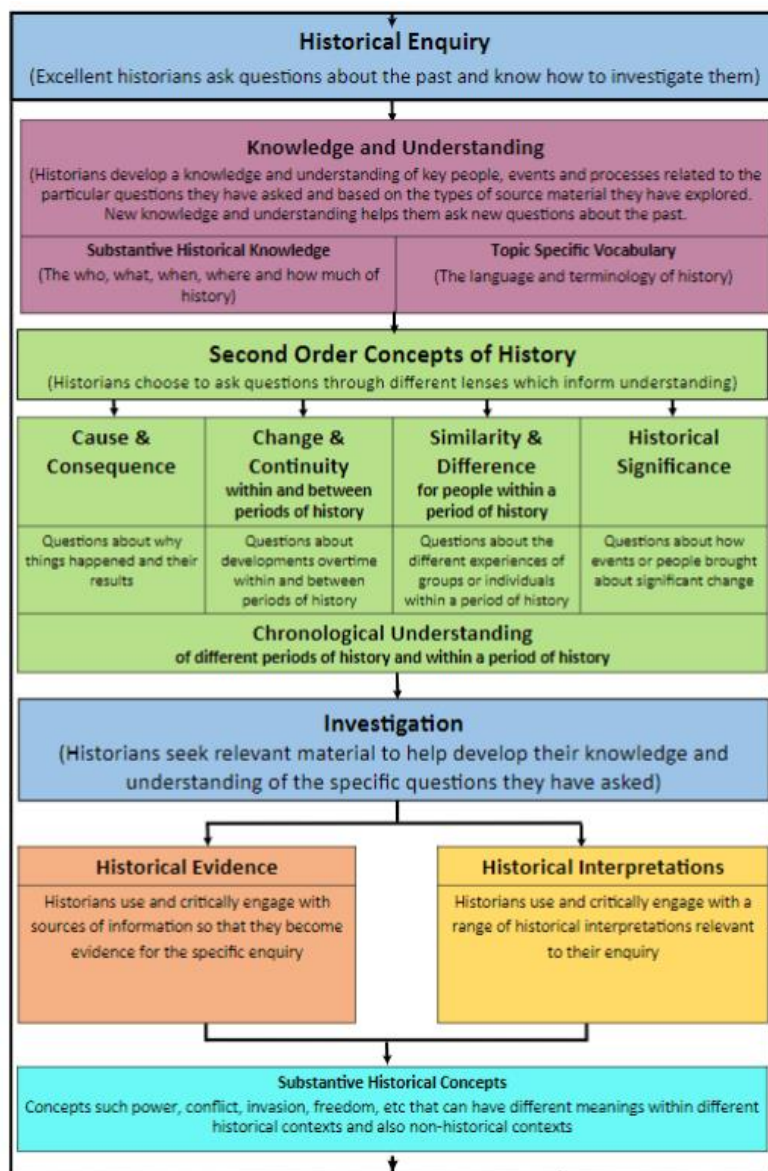


# Tollerton School History Curriculum



Our focus at Tollerton Primary is to develop our children in becoming forward thinking citizens, ready for the ever changing, fast paced world that we live in today. We want them to have a knowledge of their local and global community, understanding their role within society and have a respect for diversity and difference. We encourage children to think creatively, to question, form balanced arguments and become independent problem solvers so that when they leave us, they will be able to face challenges with confidence. Our History curriculum provides our children with the knowledge of the past, giving them the understanding of the changes and influences that have shaped both their communities and who they are today. We want to encourage our children to become young historians, it is our intent that our children will be able to explain clearly how people used to live, how interpretations differ and that historical sources can give us an insight into the past. We want our children to have the ability to reflect on the past and make meaningful links to the present day.

Our Curriculum is carefully sequenced to give our children a broad understanding of chronological development of British and world history, as well as being able to make links to others societies, cultures and world events. We draw on The National Curriculum aims and objectives from year 1 to year 6 to ensure we have a broad coverage in history. In Reception (EYFS), we encourage children to develop enquiry skills through the characteristics of learning, developing their skills in critical thinking and provide a platform for them to share their opinions with confidence. We have our own EYFS curricular goals and use Development Matters as guidance for age appropriate expectations. We aim for all children in Reception to have an 'Understanding of the World and people and communities and a simple understanding of the past.



## The Elements of our History Curriculum

Our curriculum is broken down into elements to ensure consistency and continuity throughout the year groups.

We begin each unit by having a **Big idea** where we where we ask our enquiry question.

Substantive concepts are crucial components of pupils' comprehension of new material. These concepts have been carefully mapped out to ensure they are repeated during the primary years. They are revisited to enable children to gain a deeper understanding of the concepts in different contexts.

For example children learn about **Invasion** through Romans in year 3, Anglo Saxons and Vikings in year 4, Ancient Egypt and Ancient Greece in Year 5 and World War II in year 6. **Monarchs** through Henry VIII in year 1, The Great Fire of London and Queen Victoria in year 2, World War II in year 6.

**Conflict** through invaders and settlers in year 4, the Civil War in Year 5 and WW2 in year 6.

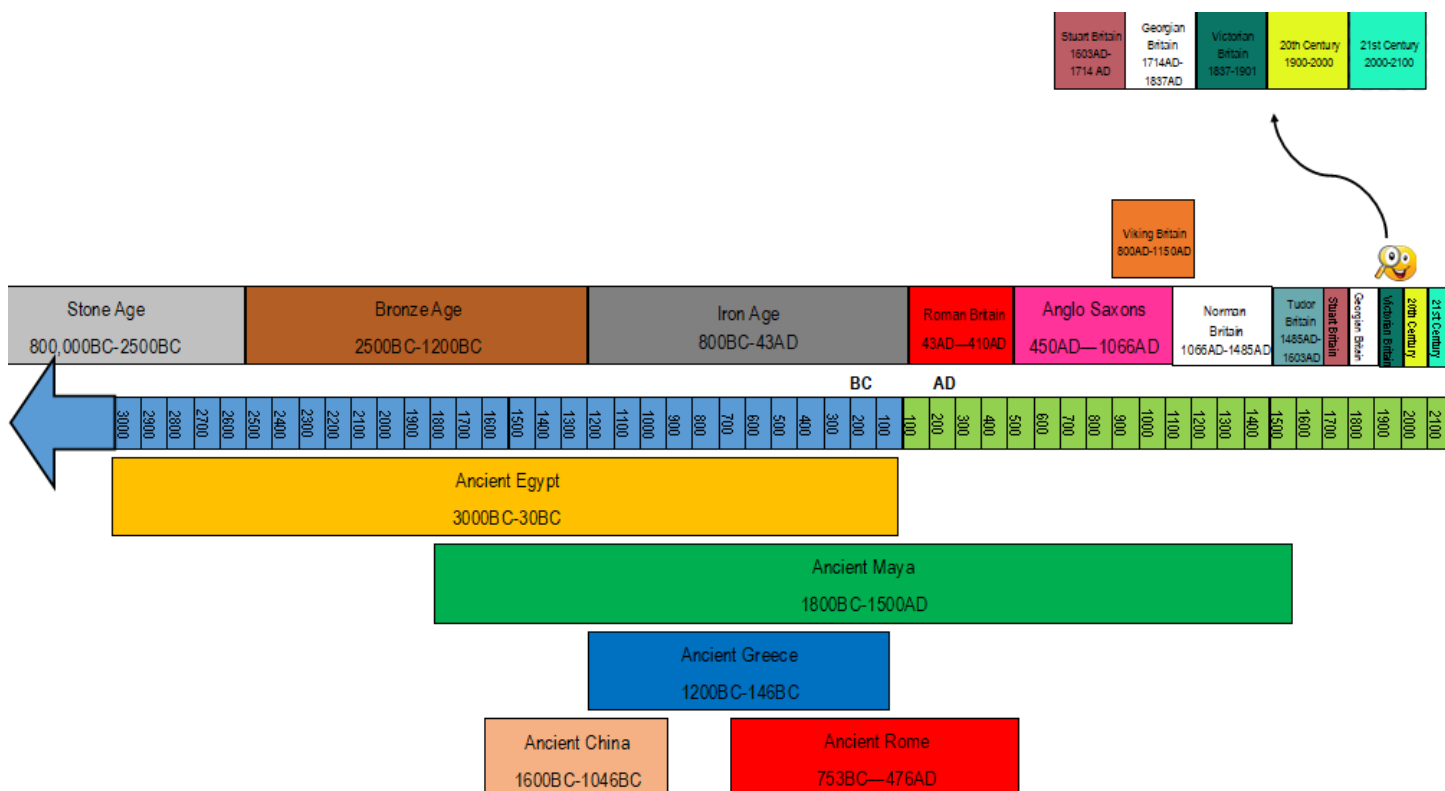
We ensure there is a focus on **Significant individuals** throughout the curriculum whom we focus on are Henry VIII, Queen Victoria, Florence Nightingale, Mary Seacole, Sir Robert Peel, Martin Luther King, Rosa Parks and Malcolm X.

There is a clear progression through the key stages and from Reception to Year 6, children learn through the second order concepts. We ensure that

the concepts are clearly demonstrated through all planning and are explicitly taught and revisited through each year. By the end of their time at Tollerton, it is our intention that children will be able to confidently question like young historians.

We ensure that the content is broad, covering historical issues, locally, nationally and globally ranging from ancient civilizations to the 20<sup>th</sup> century. We have planned our curriculum so that there are many opportunities for children to revisit and build upon their knowledge, we have encouraged consistency and rigour throughout. Paying attention to concepts where we can learn about local history, such as Creswell Craggs, Newark Civil War museum, Nottingham Transport Museum, Nottingham Castle etc.

## Our History timeline at Tollerton



We have timetabled our history lessons to be in the first half of each term so that all children are immersed in history simultaneously, giving us an opportunity to share learning across the school. Teachers' plans state what second order concepts, substantive knowledge, substantive concepts and vocabulary are to be taught in each unit. We teach vocabulary explicitly during lessons and knowledge is taught and revisited through spaced retrieval activities. We use knowledge organisers to support the childrens' learning both at home and at school and these contain the knowledge and vocabulary that we want the children to know by the end of the topic. We also enrich our history curriculum by arranging for visitors to come to school or visits to specific places. The focus on local history has meant that we are able to offer off site learning more easily.

We are ambitious with our history curriculum and therefore misconceptions are inevitable as we teach through our history lens. Teachers are aware of common misconceptions in history and are mindful when teaching. In particular, children often lack a sense of period and struggle to place historical events and eras on a timeline. Every topic in KS1 and KS2 begins with a timeline which is revisited frequently. In EYFS, a timeline is introduced based on the childrens' own lives. Each classroom displays a timeline relevant to their topics as well as the timeline of our school's history curriculum. We teach our children to question evidence sources and gather facts to make an informed judgement. Taking information at face value without questioning, looking at views and experiences from different groups and individuals may result in misconceptions for children. Teachers' aim to provide the platform for children to develop the skills of mini historians and in doing so address common misconceptions.

As with all our lessons every child is planned for and lessons are differentiated appropriately including lessons for children with SEND. They will be accessing the same content but may not be expected to have the deeper understanding that the second order concepts require.

To measure the impact of our teaching and monitor the progress of our children in history we use The History Associations guidance.

1. **Are the pupils being more selective when answering historical questions**, eg. can they choose relevant and significant information from the sources?
2. **Can they use concepts more confidently**, eg. general ones such as change and cause as well as specific terms?
3. **Can they use their imagination and common sense in an increasingly mature way when doing history tasks**, e.g. imagining what people must have felt at the time; making deductions about what happened; sorting out disparate information; extracting maximum potential from sources?
4. **Can pupils show greater skill at making connections, comparisons and contrasts when carrying out history tasks**, e.g. weaving together different and seemingly disconnected aspects; comparing and contrasting information across time, geographical area, perspectives and dimensions? Also, can they show better skills at showing how typical something was?
5. **Can they just describe or are they improving their competence at explaining things such as why events turned out as they did?**
6. **Can they summarise the key features about historical people, events and situations whilst also showing a greater database of historical information?**
7. **Are they becoming better at planning, organising and communicating history**, e.g. showing more independence and initiative with aspects such as order, balance, accuracy, logic, objectivity, knowing what to omit, using and evaluating sources, providing clear and uncluttered information, posing good questions and then working out how to answer them, making sensible inferences, producing logical, relevant and accurate communication?
8. **Do they show an increasing awareness of the uncertainty of history** e.g. avoiding sweeping assertions and becoming more tentative and sceptical?