

Thistly Meadow Primary School

History Curriculum

History Intent

At Thistly Meadow Primary School, we want our History curriculum to inspire a future generation of historians who develop a life-long love and appreciation for the subject. Through the teaching of History, our aim is that we stimulate and pique all children's interest and curiosities about those who lived in the past and events that changed history.

We aim to teach children a sense of chronology in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern, multicultural Britain.

Our curriculum is carefully designed to teach our pupils how to think critically; ask perceptive questions and consider contrasting ideas and viewpoints. These skills allow our children to develop their own perspective, judgements and opinions on events throughout history.

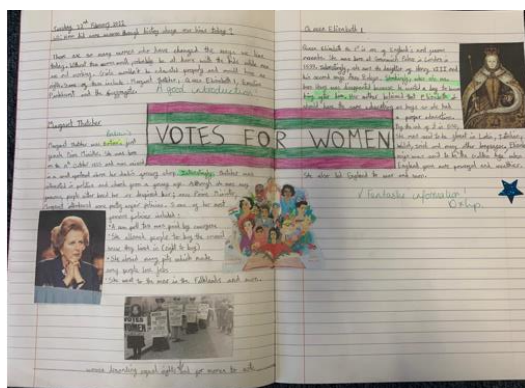
By the time that our children leave Thistly Meadow to progress onto Key Stage Three, we aim to make them aware of the actions of important people in history and to consider the impact they had on their own lives. We want our children to develop a chronological understanding of significant events in British History, from events beyond living memory and changes within living memory, to ensure our children understand how Britain, their country of residence, developed as a society. Furthermore, our children will learn about aspects of local, British and Ancient History. This wider awareness leads into the children developing a curiosity of historical development in the wider world.

We strongly believe in giving our children the opportunities to understand the importance and enjoyment of History through different immersive and engaging opportunities with the intent that they will become enthused and passionate learners in the subject. In order to nurture these types of learners, we place emphasis on skills of enquiry, investigation, analysis, critical thinking, evaluation and presentation of their learning.

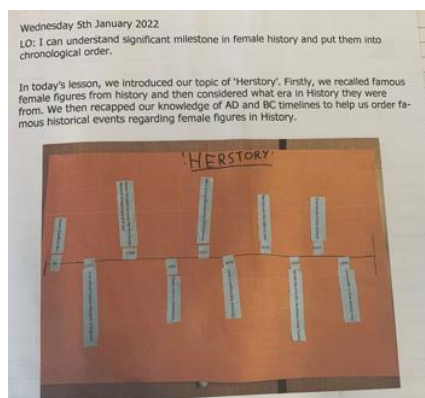
History Implementation

- History is taught in every year groups across the school year in termly blocks. In EYFS, it is linked where appropriate to the topic the children are learning about.
- Topics are blocked to allow the children to engage deeply with a topic as they have the time to develop and focus their historical thinking and enjoyment of the topic.
- Children have the opportunity to answer a 'big question' that they work towards throughout their History unit. The sequence of lessons equip the children to answer the question in different formats. Questions can be answered in a way that is appropriate to age of children, the nature of the learners and the subject matter. For example, Year 3 conducted a class debate to answer the question 'Were prehistoric

people good inventors?’ and Year 6 produced a double page spread answering the question ‘How did some women, through History, change our lives today?’ – see example below:



- Key concepts decided in the planning process are taught and then revisited regularly through the topic.
- We have developed a progression of skills document to show how the children need to progress through each year group and the key skills they need to do so at each stage.
- In KS1, History begins by introducing the concept of chronology and timelines to inspire pupil’s curiosity to know more about the past. The curriculum is also designed to start encouraging children to ask questions which allow them to begin creating their own rich web of historical knowledge. The curriculum covers significant events, people who have shaped society locally, nationally and globally.
- In KS2, each year group studies aspects of local History, a British History topic and an ancient History topic. History in KS2 is taught chronologically to allow pupils to consistently build on previous knowledge and learning through placing previously taught History topics on a timeline. This image shows a task that children in Year 6 completed at the start of their ‘Herstory’ topic which encouraged children to recall prior knowledge to order these significant events in British History linked to their upcoming topic. The lesson also recapped knowledge from previous year group’s curriculum, such as understanding the concepts of BC and AD.



- In order to support children in their ability to ‘know more and remember more’, there are regular opportunities to review the learning taken place in previous topics as well as previous lessons. Children are encouraged to discuss what they already know about a topic at the beginning of the learning sequence which then feeds into planning the lessons that follow.
- Children are given a knowledge organiser at the start of each topic which details some key information, images, photographs, dates and key vocabulary. This is not used in an assessment context, but it is used to support children with their acquisition of knowledge and as a reference document. Throughout the topic, children are encouraged to refer back to the knowledge organiser. See below for examples:

The Great Fire of London

Event/Action	Date	Location	Material	Outcome
Great Fire	September 2nd	London	Timber	Destroyed
London	September 2nd	London	Timber	Destroyed
Great Fire	September 2nd	London	Timber	Destroyed
London	September 2nd	London	Timber	Destroyed
Great Fire	September 2nd	London	Timber	Destroyed
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Timeline

- 1666: Buildings were made from timber and straw. Streets were narrow and crowded.
- September 2nd: Morning. Pudding Lane bakery catches fire. Afternoon. Strong westerly wind spreads fire.
- September 3rd: People tried to access in boats. Others set up tents of fields.
- September 4th: Fire rages on edge of growing Soldiers and gunpowders blow up some houses.
- September 6th: The wind calms and fire slows down. London will need to be rebuilt.
- 1669: New rules about houses being built from stone and brick. Fire brigades set up.

Ancient Maya

Mayan City-states

- The Mayans lived in Central America.
- The Mayans were the first Mesoamerican civilization to develop writing.
- All of Maya shared a common culture and religion, but each city governed itself and had its own noble leader.
- The Maya used their knowledge of astronomy and mathematics to devise calendars that were adopted by Mesoamerican civilizations too.

Significant People

Christopher Columbus	Francisco de Montejo
Francisco Hernandez de Córdoba	Diego de Landa

Specific Vocabulary

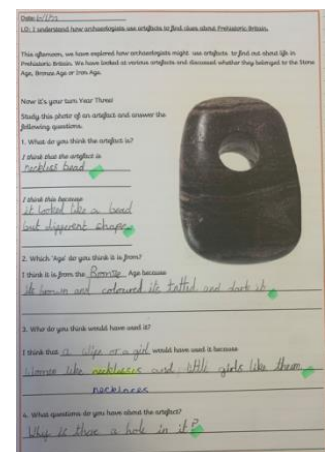
Word	Meaning	Context
glyph	A symbol used in writing	writing
Tz'olkin	The Mayan religious calendar	religion
Haab	The Mayan solar calendar	religion
City-state	An independent government where a large city rules the surrounding area.	politics
Ball	One of the most powerful city-states during the Classic Period.	politics
Chichen Itza	The most powerful city-state during the last of the Post-Classic Period.	politics
Compassion	The Spanish word for compassion, which was a key virtue in Maya culture.	religion
Armadillo	The Spanish word for armadillo, which was a key food source for the Maya.	religion
Indigenous	The native people.	religion
Cacao	Seeds that the Maya used to make chocolate.	religion

Timeline

- 1519: First Mayan temple (pyramid) built.
- 1519: The first Mayan calendar was created.
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Year 2 Great Fire of London

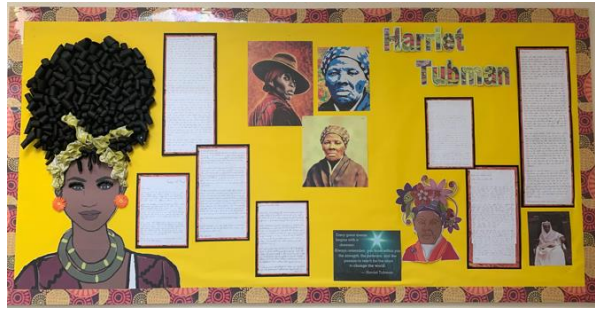
- Medium term planning for all units will cover key historical concepts: Chronological understanding, Historical interpretation, Historical Enquiry and Organisation and Communication. Teachers can consult the progression document to ensure that the correct skills are being taught alongside the key historical concepts in each year group.
- Children are given the opportunity, where possible, to study artefacts leading to enquiry, investigation, questioning, analysis, interpretation, evaluation and presentation. For example, Year 3 children study Stone Age artefacts such as beads found on an archaeological dig and presented their learning as shown opposite. They also have an immersive ‘Roman Day’ where they can see Roman artefacts and replicas.



- These experiences are offered across the key stages, as Year 6 children also have the opportunity to examine Ancient Greek artefacts in their topic in the Summer term.
- We plan for effective educational visits and visitors to enrich and enhance the pupil's learning experience of the History curriculum. Year 3 pupils experience a Roman workshop in the Autumn term where they take on the role of a Roman legionary for the day.



- Year 6 children engage in a fully immersive Greek day where they examine artefacts, sample traditional Greek food, consider and replicate Ancient Greek clothing and reproduce Ancient Greek art and pottery as part of the day's activities. Year 4 are visited by an Anglo Saxon expert who brings in a personal collection of Anglo Saxon weapons for the children to examine.
- Effective modelling by teachers ensures that children are able to achieve their learning objectives.
- Through using a range of assessment tools, differentiation is facilitated by teachers to ensure that every pupil can access the History curriculum and achieve their best potential within the lessons.
- Children are given clear success criteria in lessons to support their achievement of the learning objective with differing elements of independence.
- Pupils are regularly given opportunities for peer and self-assessment which is used by teachers to inform planning, preparation and differentiation and to address misconceptions within the lesson and then in the following lessons.
- Cross curricular links are planned for, with other subjects such as Art, English, Guided Reading and ICT. Year 6 write diary entries based on Harriet Tubman as part of their Black History Week learning. Work such as this is celebrated and displayed around the school. This work also links into our PSHE values emphasis around the school.



Below is an example of some Stone Age Artwork produced by children in Year 3:



Fabric printing – cave paintings



Watercolour Stonehenge pictures

- Educational, immersive displays that answer key questions help to create a rich learning environment for each History focus.



A Year 6 'Herstory' working wall showing key vocabulary, key questions and pupils' responses.



A Year 2 display showing key figures the children have been learning about in their 'Kings and Queens' topic'. Children walk past this daily.

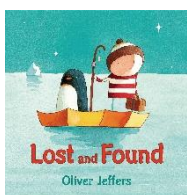
EYFS

The Early Years Foundation Stage curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about the past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their lives and others.

The topic 'All about me' aids the children's transition into Key Stage One and encourages the children to think about changes within their own lifetime. Questions stems such as: 'When I was a baby I did this' and 'Now I am five, I can do this...' are used to promote the concept of past and present and changes within living memory.

Practitioners encourage investigative behaviour and raise questions such as: 'What do you think?', 'What will happen if?', 'What else could we try?', 'What could it be used for?' and 'How might it work?'. Use of language relating to time (such as: yesterday, past, old, now, then) is used in daily routines and conversations with children. Topic-specific vocabulary is also used where appropriate. In their dinosaur topic, the children are introduced to the word 'extinct' and the concept that humans were not alive when dinosaurs were.

Foundation Stage uses talk, tangible questioning, explorative play and stories to investigate historical links in their topics.



When the children learn about Winter in Spring 1, they look at the picture book 'Lost and Found' by Oliver Jeffers. They consider how boats have changed over time and have a conversation about how some people used to think the earth was flat as the books introduces the North and South Pole. The children also read the book 'Jack in the Beanstalk' and practitioners encourage children to think about how life is different now from when the story was told. They think about how people used to own animals and grow their own food.

At Easter, the children are read the Easter story and they learn that it has been read for many years and was written a long time ago. When the children learn about Chinese New Year, they learn how each year is a different animal. The children are encouraged to say: 'This year is the year of the...' 'Last year it was the year of the...' 'When you were born it was the year of the...' 'When my teacher was born it was the year of the...'. These conversations promote historical vocabulary that form the basis of the children's historical understanding.

In their space topic, the children not only explore the concept of the past but also the future with question stems such as: 'What might happen...?'. The EYFS practitioners recognise that for children to have a concept of the future, they need to be aware that there is also a past and a present. The children are challenged by questions such as: 'Have women always been allowed into space?'. These questions begin to cement the concept of continuity and change that carries on into Key Stage One and beyond.

History Impact

The impact of this curriculum design will lead to a good level of progress made over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to reach age-related expectations for History. Our History curriculum will also guide pupils to be enthusiastic historical learners evidenced in a range of ways, including pupil voice and work produced, throughout their primary school education.