



History at Thornton Primary School

History Intent

History teaching at Thornton Primary School will help pupils to gain a coherent knowledge, understanding and curiosity of local history, Britain's past and the wider world. It will provide an opportunity to question concepts in a range of historical contexts and to:



- Think critically
- Weigh up evidence from the past and develop their own skills of deduction, inference and cross reference.
- Understand that the past may be susceptible to different interpretations
- Develop an understanding of the complexity of peoples' lives, change, diversity of societies and relationships between groups
- Develop pupils' own identity from an historical perspective and consider challenges in the past and the challenges of their time.

Thornton Primary School's History curriculum will address barriers to learning and develop cultural capital by:

- Providing an opportunity to explore the rich past of the local area, providing a range of enrichment and cultural experiences to explore this.
- Develop pupils' vocabulary development through subject specific Tier 3 vocabulary
- Develop pupils' reading skills across the curriculum through the use of a range of reading material with differing text complexity.
- Develop pupils' general knowledge skills alongside subject specific knowledge (developing the background knowledge of the world pupils need for inference and understanding)

- Provide writing opportunities to apply new knowledge in a different way.
- Develop pupils' understanding of British values

At Thornton, our teaching is based on the National Curriculum for History its aims being to ensure all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry.'
- 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, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain 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.



Implementation

Historical concepts, knowledge and understanding will be taught through topic work and also covered cross curricular through other subject areas. Topics have been carefully chosen to be in line with the National Curriculum but to also make links to local history such as King Richard III, places of significant historical importance locally (Bosworth Battle Field) and local history. There is a strong emphasis on progression of knowledge and developing pupils' skills, historical concepts and themes are introduced lower down the school and are then re-visited in a deeper context. Pupils are then able to make connections within their learning. Carefully selected enrichment opportunities such as theme days, visits and visitors into school will enhance pupils learning. Curriculum organisation and timetabling enable learners opportunities for constant recapping of knowledge and skills with well-spaced reviews. (interleaving and addressing the forgetting curve).

Knowledge organisers are used to provide transparency, an overview of pre-teach content and also a means of tracking knowledge, skills and the understanding of concepts which are regularly revisited. This is done through a range of retrieval exercises.

By the end of each Key Stage, pupils will know, be able to apply and understand the matters, skills and processes specified in the programmes of study in the National Curriculum.

On occasion, topic headings may occur on a rotation depending of class sizes/organisation of year groups. This is carefully tracked by Subject Leaders to ensure topic content is not repeated, the progression of key knowledge and skills is still maintained and also that content is differentiated for different age groups when necessary.



National Curriculum Programmes of Study:

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.



In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.





Topic Map

	Aut 1	Aut 2	Spr 1	Spr 2	Summer 1	Summer 2
Year 1	Geography Our School	History Kings, Queens and Castles	History The Great Fire of London	History Toys	Geography Our Local Area	Geography The UK
SMSC/British Values	Spiritual 1b,1c Social 1a	Spiritual 1b, 1c Moral 2a, 2c Social 3a (BV link) Cultural 4a, 4d	Spiritual 1b, 1c Moral 2a, 2c Social 3a, 3c (BV link) Cultural 4a, 4d	Spiritual 1b, 1c Social 3a	Spiritual 1b,1c Moral 2b Social 3a	Spiritual 1b, 1c Social 3a, 3c (BV link) Cultural 4a, 4b, 4e
Year 2	Geography Wonderful World	History The Gunpowder Plot	Geography China	History Travel and Transport	Geography Beside the Seaside	History Explorers
SMSC	Spiritual 1b, 1c Social 3a, 3c (BV link) Cultural 4b,4e	Spiritual 1a, 1c Moral 2a, 2c Social 3a, 3c (BV link) Cultural 4a, 4c	Spiritual 1a, 1b, 1c Social 3a, 3c (BV link) Cultural 4a, 4b, 4d, 4e	Spiritual 1b, 1c Social 3a	Spiritual 1b, 1c Cultural 1a	Spiritual 1a, 1b, 1c Social 1a

	Aut 1	Aut 2	Spr 1	Spr 2	Summer 1	Summer 2
Year 3	History Watch Out! Invaders About! (The Ancient Britons and the Romans)	Geography Rainforests	Geography Land use (Link to local area)	History Watch Out! Invaders About! (The Anglo-Saxons and the Scots)	Geography Extreme Earth	History Watch out! Invaders About! (The Anglo-Saxons and the Vikings)
SMSC	Spiritual 1b, 1c Moral 2a Social 3a, 3c (BV link)	Spiritual 1b, 1c Moral 2a, 2b, 2c Social 3a	Spiritual 1b, 1c Social 3a	Spiritual 1b, 1c Moral 2a Social 3a, 3c (BV link)	Spiritual 1b, 1c Social 3a	Spiritual 1b, 1c Moral 2a Social 3a, 3c (BV link)

	Cultural 4a	Cultural 4b, 4e		Cultural 4a		Cultural 4a
Year 4	Geography Somewhere to Settle (link to local area Thornton - Anglo Saxon settlement)	History Riotous Royalty (include Richard III)	Geography (Local area comparison) What is it like in Whitby?	History The Ancient Egyptians	Geography All around the World	History Crime and Punishment
SMSC	Spiritual 1b, 1c Social 3a Cultural 4a	Spiritual 1b, 1c Moral 2a, 2c Social 3a, 3c (link to BV) Cultural 4a	Spiritual 1b, 1c Social 3a	Spiritual 1a, 1b, 1c Moral 2c Social 3a Cultural 4a	Spiritual 1b, 1c Social 3a	Spiritual 1b, 1c Moral 2a, 2b, 2c Social 3a, 3c (link to BV) Cultural 4a
Year 5	Geography Marvellous Maps (link to local area)	History Stone Age to Iron Age	Geography Eastern Europe (recap on world map from Y4 All around the World)	History Ancient Greece	Geography Magnificent Mountains	History WWII
SMSC	Spiritual 1b, 1c Social 3a	Spiritual 1a, 1b 1c Social 3a Cultural 4a	Spiritual 1b, 1c Moral 2c Social 3b Cultural 4a, 4b, 4e	Spiritual 1a, 1b, 1c Social 3a, 3c (link to BV) Cultural 4a, 4c	Spiritual 1b, 1c Moral 2c Social 3a	Spiritual 1a, 1b, 1c Moral 2a, 2c Social 3a, 3c (link to BV) Cultural 4a
Year 6	Geography Amazing Americas	History The Mighty Mayans	Geography Our Changing World	History Britain since WWII (Leisure and Entertainment)	Local History/Geography Study Origins of Thornton, the church, cottage industry in Thornton, Bagworth and the development of mining (development of railways), the changing village, the school, the reservoir and development of tourism and leisure today. The National Forest.	
SMSC	Spiritual 1b, 1c Social 3a Cultural 4a, 4e	Spiritual 1a, 1b, 1c Social 3a Moral 2a Cultural 4a	Spiritual 1b, 1c Moral 2c Social 3a	Spiritual 1a, 1b, 1c Social 3a, 3c (link to BV) Cultural 4a, 4b, 4d, 4e	Spiritual 1b, 1c Moral 2c Social 3a Cultural 4a	

Impact

The impact of our curriculum is measured in terms of the extent to which pupils have developed new knowledge, understanding and skills and that they can use and recall this with fluency.

In History, this will be measured by:

- Knowledge Organiser assessment tasks and regular knowledge check activities.
- In school attainment tracking of both core and foundation subjects.
- Attendance data
- Behaviour Logs
- Engagement in enrichment activities
- Route to Resilience activities
- Pupil voice – questionnaires, pupil book and learning reviews
- Subject Leader monitoring – Lesson visits, scrutiny of books, assessment, pupil interviews and questionnaires
- Governor monitoring

The History curriculum and resources used are evaluated annually.

More detailed information about the History curriculum can be requested from the school.