



Tower Hill Primary School History Rationale

Intent:

At Tower Hill Primary School our core vision is that ALL children will be equipped with the skills, knowledge, understanding and empathy that will lead to them being able to make their own choices in life, successfully. The intent of our History curriculum is to design a curriculum that inspires children's curiosity to know more about the past, encourage thinking about how the past influences the present and foster a sense of identity.

Children live in the here and now and are primarily concerned with the immediate. We believe at Tower Hill that History is the key to pushing children out of their comfort zone and giving them a context to the world and their place in it, in a safe and encouraging way. History provides children with the ability to understand the process of change and recognise change can be both positive and negative. It enables children to realise mistakes are opportunities to learn. Through their study of History, children are helped to understand the complexity of people's lives, the diversities of societies and relationships between different groups as well as their own identity and challenges of their time. Exposing children to key historical events and figures allows them to understand diversity and appreciate people have different experiences, developing our children into informed and respectful citizens. History teaching focuses on enabling children to think, talk and write as historians. Encouraging children to ask questions, think critically and develop judgement in our teaching of History exposes them to accepting everyone may not hold the same opinion and therefore encourages listening and respect for each other, ensuring our children are set up with important life skills.

We place a strong emphasis on first-hand experiences and therefore recognise the importance of handling and examining historical artefacts and primary sources. In each Key Stage, we give children the opportunity to visit sites of historical significance, which are carefully chosen to enhance and enrich the learning, regarding this as an important way of stimulating interest in the past. We also encourage visitors to come into our school to deliver workshops or share expertise. At Tower Hill we believe it is vital for the children to be exposed to inspirational and positive learning experiences whether that be in the classroom or off site as it brings their learning to life meaning they will remember more. We strive for all to be actively engaged in their own learning, to be motivated and eager, to achieve and attain to their own full potential in History.

Implementation:

Tower Hill's History Curriculum incorporates fundamental historical knowledge and skills, allowing pupils to build on these from year to year from Early Years through to KSII. Through the implementation of our History Curriculum, learning should be consolidated and built upon each year, ensuring continuity and progression across key stages and ensuring that the children leave each phase of their learning with the relevant skills and knowledge.

Early Years Foundation Stage:

The Early Learning Goal for 'People and Communities' States: [Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.](#)

At Tower Hill the children start to learn some key skills in History in the EYFS. Through exploratory play they are encouraged to talk about themselves and their families, recognising differences. In our language rich environment, all children are given the opportunity to recall important events in their own lives such as Birthday celebrations, family events and special trips. Through modelling and questioning children are encouraged to use key vocabulary linked to talking about the passing of time. Through our topics of 'Fireworks,' 'Christmas,' and 'Dinosaurs,' the children start to understand events that happened a long time ago and explore artefacts and resources that help us to learn more about these events.

Key Stage I:

The National Curriculum states that in KSI: *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.*

Through the '**Guy Fawkes**' unit of study in Year 1, children are introduced to an event beyond their living memory that is significant to the history of the UK and begin to understand sequencing of a story, as well as exploring a significant individual in British history. They are also introduced to abstract historical terms such as 'parliament' and 'treason'. As the children move throughout the year their understanding of chronology and significant events is then extended through the study of '**Man's First Moon Landing**' whereby the children are encouraged to ask and answer questions such as 'Why do astronauts risk their lives to go to the Moon?' whilst also looking at different sources to help their understanding. This is then further built upon in Year 2 during the study of the '**Great Fire of London**' whereby the children, alongside sequencing the events, are encouraged to discuss cause and consequence as well as look at different representations of the past.

In their Summer unit of History, Year 1 children are also exposed to the concepts of 'old and 'new', the passing of time - the difference between past and present, through their topic of '**Toys**', building upon the language learnt within Early Years. In this unit of study the children are exposed to artefacts, teaching them how to handle and interpret evidence as well as developing their vocabulary. These skills are extended further in Year 2 in their unit of '**Remembrance**' as children handle WW1 artefacts which allow children to understand the importance of Remembrance within modern British life, culture and heritage. Within this unit, the children also have the opportunity to study **Edith Cavell's** life, exploring her story and sacrifice and comparing this with **Florence Nightingale** and **Mary Seacole**. In Year 2 the children also study the change through time through the topic of '**It wasn't like that in our day!**' looking specifically at the similarity and difference in seaside holidays from 100 years ago to now, beginning to think about change and continuity in preparation for Key Stage 2.

We strongly believe that the children learn best when they are actively involved and with this in mind, all year groups participate in off-site visits (**The Monument and St Paul's Cathedral and Southsea**) as well as visitors to school (**A real-life war veteran, Farnham Museum**) and the use of artefact boxes (**Toys and Remembrance**).

Key Stage II:

The National Curriculum states that in KSII: 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.

The curriculum in KS2 has been carefully selected and sequenced hoping to give children a solid foundation and broad overview in some of the most important periods, events and themes in British and World History. Throughout the Key Stage each of the BIG 7 C's (Chronology, Cause and Consequence, Change and Continuity, Characteristic features and Comparison) are integrated within the planning and delivery of the curriculum. The curriculum gives children a strong grounding in British history, taught as much as possible, in chronological order to enable them to build a 'big picture' of History, building on from their learning in Early Years and KS1. This begins in Year 3 with their unit '**Stone Age to Iron Age**' focusing on the characteristics of each period such as the tools, houses, weapons, clothing and settlements and understanding the changes across these periods of time and their significance as well as the continuities. This unit intends to have a strong emphasis on problem-solving and enables children to begin a timeline of History and build a sense of narrative ready for Year 4 and their unit of '**Romans**'. This unit is taught in Year 4 to ensure children are able to make strong links to previous learning and allows the children to understand the sense of 'empire'. It enables children to become aware of the stages of growth, placing the invasions of Britain within this, focusing on why such an expansion was possible. Children also begin to understand *legacy* and how the Romans have influenced life up until today. Year 4's curriculum is then followed by the '**Anglo Saxons**' and '**Vikings**' in the Spring and Summer term to continue the children's understanding of chronology of British History. These topics are taught in succession of one another to enable the children to understand the interrelationship with one another. Firstly looking at the reason for the Saxon invasion comparing this to the Romans motive as well as looking at the characteristic features of the Saxon's way of life including the coming of Christianity and how this is pivotal to society today. The Saxon unit provides children with the opportunity to look at interpretations of this significant period in British history, such as 'How 'Dark' were the 'Dark Ages'? The Vikings unit enables the children to continue building a chronological picture of Britain's past as well as encouraging the children to think about how the past is represented, beginning to look at primary and secondary sources and their reliability.

Children's historical knowledge of characteristic features of a period are further developed in the Year 5 unit of '**Life in the Tudor Times**'. This unit also focuses on developing the children's skill of enquiry, looking at how their view of Henry VIII has been influenced by representations and analysing sources of evidence. This analysis of sources and their reliability is then developed the following year in Year 6 in their study of '**Britain since 1930**' allowing children to appreciate, that our construction of the past is heavily influenced by the range of sources we use.

Throughout the Key Stage, Ancient Civilisations are covered three times. Year 3 study '**Ancient Egypt**' Year 5 study '**Mayans**' and Year 6 focus on '**Ancient Greece**'. Year 3 are introduced to the language of *ancient* and what this means with regards to the passing of time as well as *civilisation*. This can then be referred back to during their Spring topic of '**Stone Age to Iron Age**' to stress that Britain was not such a developed civilisation. The 'Ancient Egypt' topic enables children to look at characteristic features of a period by making deductions and drawing conclusions from evidence, focusing on the attitudes, beliefs and ways of life, building a story of the distant past from 5,000 years ago. The unit ends with giving the children the opportunity to compare the Egyptian civilisation to the Chinese and Indus Valley to think about similarities and differences. Year 5 focus on the Mayans in Spring Term looking at the cultural aspects of life and how this compares to Saxon Britain at the same time. This unit also enables children to compare this with the earlier ancient civilisation of Ancient Egypt progressing their understanding of characteristic features of a period. Ancient Greece is saved until Year 6 to enable children to understand the influence the Greeks had on the other societies they have studied previously to current day, consolidating the term *legacy*. This unit opens opportunities for children to discuss, debate and reason, enabling them to think about *citizenship*, a key goal for Tower Hill.

Local History is studied within Year 3's unit '**The History of Flight**' due to the rich history and strong links to aviation within Farnborough. This unit provides a link to the children's previous learning in Year 1 during their '**Man's First Moon Landing**' topic to compare the Wright Brothers with Neil Armstrong and their achievements in aviation. It also allows children to see the influence Farnborough's advances in aviation had in the Great War and in British history as well as appreciate a significant individual from their hometown.

Likewise with KS1, in KS2 we strongly believe that the children learn best when they are actively involved and with this in mind, all year groups participate in off-site visits (**FAST museum, British museum, Butser Farm, Cadbury World, Watercress Line, Fishbourne and Hampton Court**) as well as visitors/experiences in school (**Theatre Exchange drama workshops, mummifying fish**) and the use of artefact boxes (**Stone Age and Mayans**).

History learning at Tower Hill does not end when the children leave the classroom however as we strongly believe in parental involvement and hope to inspire learning at home to extend knowledge learnt in the classroom but also encourage the skill of enquiry and allow children to take ownership of their own learning.. This is done through 'Home Learning tasks' for most topics from Y1 to Y6, developing the children's creativity and continuing the engagement with their in-class learning.

Impact:

In History, we assess the impact of the curriculum on our learners in a number of ways. Firstly, we strive to ensure that our children's attainment in this subject is in line with or exceeding Age Related Expectations using Tower Hill's Progression Frameworks that are informed by the ARE statements provided by the Hampshire History Team. Our children should be ready for the next phase of their learning, ready to build on their Historical Skills and Knowledge. We also assess the impact of our teaching through the children's ability to approach new learning and apply skills and knowledge to new situations. We encourage and promote independence and resilience in order that children can take control of their learning.