

Tenbury Primary Academy



School Vision Statement

Tenbury Primary Academy is a welcoming, inclusive and nurturing family with Christian values at our core. We are dedicated to promoting friendship, compassion and respect to enable everyone to flourish. With courage and perseverance we aim to be the best that we can be.

'Therefore encourage one another and build each other up.'

Thessalonians 5:11

History at Tenbury Primary Academy

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Tenbury Curriculum Intent

The vision for our curriculum is to equip children with the skills to be safe, confident and creative, inspire them to ask questions and explore possibilities about their changing world and enable them to make a positive difference in both our local and global communities of the future. Staff and pupils will achieve this together, supporting each other along the way, working collaboratively and encouraging one another to be reflective thinkers.

This is our History philosophy

At Tenbury Primary School we believe that History helps our pupils to build a strong understanding of past events. It should inspire children's curiosity to know more about the past. We develop a reflective knowledge of Britain's past and its relationship with the history of the wider world.

Teaching should equip pupils with the skills needed to ask perceptive questions, and to think critically. Pupils will weigh evidence, sift arguments, and develop perspective and judgement.

History helps pupils to understand the complexity of people's lives in the past and the process of change. We examine the diversity of different societies and relationships between different groups. Studying History asks children to examine their own identity

and the challenges of their time. We want to encourage our pupils to be curious about the past and how it can help us make choices about the future. We want children to develop perspective and judgements based on the arguments and evidence they learn about.

You should see children who make links through time and you are keen to ask questions to find out more.

The abilities that the children are equipped with at Tenbury are effective and transferrable life skills.

What History looks like in our School

- Inspiring and challenging lessons
- Children working independently and in groups
- Children who are respectful and sensitive to History's impact on the modern world e.g. empire
- Opportunities for critical thinking and discussion
- Exciting and creative lessons linked to our Prospectus Curriculum topics
- Cross curricular and discrete lessons
- Creative work, exploring ideas and recording experiences
- Examining evidence and asking questions, evaluating sources
- Children who can make links and compare civilisations, developments and experiences

By the end of EYFS pupils will:

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters, and events encountered in books read in class and storytelling.

By the end of Key Stage 1:

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time using a wide vocabulary of everyday historical terms.
- Children should ask and answer questions, choosing and using parts of stories and other historical sources to show that they know and understand key features of events.
- Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented and by whom.

- Children 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.
- Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Know about events beyond living memory that are significant nationally or globally, for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Talk about significant historical events, people and places in their own locality.

By the end of 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.
- Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Children 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, investigating and questioning these sources where appropriate.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study – Ludlow Castle
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – Mayan civilization c. AD 900

This is how it works:

- Lesson provided through cross curricular or discrete lessons
- Clear progression of skills developed throughout school
- Progression of knowledge developed each year
- Children will have had the opportunity to make close observations of a range of artefacts
- Workshops and themed days that bring topics to life

This is what adults do:

- Teachers work collaboratively to support each other in the teaching of History, understanding and applying current developments in the subject, and providing direction for the subject in the school.
- Teachers show enthusiasm for the subject regardless of personal capabilities
- Curriculum leader evaluates the strengths and weaknesses in the subject and indicate areas for further improvement.
- Create a positive learning environment to encourage discussion and personal opinion
- Look for opportunities to use specialists and outside providers when necessary

This is how we support:

We teach History to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Different technologies are used to allow children with special educational needs to have access and contribute to lessons, if required.

This is how we challenge:

- Differentiated lessons
- Additional activities to stretch learning or develop skills

This is how we ensure all children can access the curriculum:

- EAL and SEN children are introduced to vocabulary before the lesson, if appropriate
- Peer support
- Providing resources that may support individuals

This is what you might typically see:

- Happy and engaged learners
- Children demonstrating transferable skills, knowledge and expertise
- Lessons which are, creative and fun fostering a love of learning
- Children demonstrating a rich vocabulary
- Curious children who ask questions and take part in discussions
- Children who understand the importance of making mistakes and persevering to work through problems
- Confident children who are willing to persevere

This is how we know how well our children are doing:

- Informal judgements based on observation during lessons.
- Summative assessment discussed during transition meeting with next class teacher
- Formative assessment activities during each topic, when appropriate

[This is how History contributes to the spiritual, moral, social and cultural development of the child:](#)

Within History lessons children are given the opportunity to work collaboratively and communicate effectively with each other. We encourage children to reflect on and evaluate their ability to work together, ensuring a supportive and collaborative ethos within the classroom. The cultural and social impact of History is seen in how children empathise with people from the past and question how they lived and were treated by others. Children reference civil and women's rights and important people from history and how they have impacted their own lives. They talk about examples set and taken up by others and their aims for the future. Children relate history to events and stories from the Bible and can make spiritual connections to real times and places. They experience a range of cultures and learn how societies have influenced each other for good.

[Cultural Capital:](#)

Through our teaching of History children are able to use their skills to access a wide range of experiences otherwise unavailable to them. At Tenbury, we provide our pupils with first-hand experience where possible such as our trips to Ludlow Castle, Wroxeter Roman Town and Hartlebury Museum. We also encourage visitors in school to further enrich our curriculum such as a museum curator with relevant artefacts and an expert in medieval weaponry, linked to our castles topic! We aim to demonstrate what 'being a historian' when we leave school might look like and how people go on to have careers based in History. We talk about how a knowledge of history can inspire change and progression in their futures.

[This is the impact of the teaching:](#)

At Tenbury the children will refer to themselves as historians. Pupils can talk confidently about what they have learnt. Children have a developing sense of chronology and do not just see topics as linear, rather that different civilisations had an impact on each other.

Children understand the skills needed to be an effective historian and can weigh up facts, evidence, opinion and perspective.

You will see children who are developing their own sense of identity and see the diversity of human experience through studying history.

What they learn at Tenbury can influence their decisions about personal choices, attitudes and values.

Children demonstrate Christian values in their learning when reflecting on History.