

Tavistock Primary and Nursery School
History Curriculum 2024-25

<p>Learning Intent Statement:</p>	<p>At Tavistock Primary and Nursery School we aim to deliver a history curriculum that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Our teaching of history will help pupils gain a secure knowledge and understanding of Britain’s past and that of the wider world. The curriculum is structured in a way that allows for children to make links between current and previous learning. Teachers use the long term plans for history to make comparisons between historical periods previously taught, developing children’s chronological knowledge and understanding from the Stone Age to present day.</p> <p>We want children to be curious to know more about the past and to have the skills required to explore their own interests. History lessons focus on working as historians and developing historical skills and there are many opportunities for the curriculum to be enriched through historical visits, visitors and events held in school.</p> <p>We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. At Tavistock Primary and Nursery School, we believe it is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives. This is why the local area is utilised to achieve the curriculum outcomes. Each year group has a different Tavistock heritage study, so that by the end of KS2 children will have a deep understanding of their locality.</p>
<p>Inclusion:</p>	<p>Use pictures and actions to support oral rehearsal, embedding new learning and reinforcing new language. For example, use story maps to retell historical events/stories, with consistent symbols for story language.</p> <p>Key questions and vocabulary linked to what you are currently learning should be displayed in your class. You can then refer to the vocabulary on your working walls when you are speaking and when you are modelling writing. This will encourage learners to use the vocabulary displayed to support their independent work. Adding visuals to key vocabulary ensures all learners can access it.</p> <p>New vocabulary should be planned for and taught in context. Model using new words in a sentence and give learners time to practise them in context. For example, give them time to answer a question and share their answer.</p> <p>Use picture and word banks of key vocabulary. When older learners are doing extended writing, make sure that they have word banks of key topic words with pictures to match.</p> <p>Make learning multi-sensory, e.g., if you are learning a new concept or piece of vocabulary, read it, draw it, write it, act it out.</p> <p><i>Allow thinking time: always allow thinking time when you ask a question, even before children talk to their partner (think, pair, share)</i></p> <p>Think carefully about the design of any resources that you use and ensure it meets the individual needs of learners with SEND, such as an increased text size or an</p>

	accessible font. Ensure that resources are designed with the end goal in mind; if you are asking learners to annotate a text, have you left a wide margin to give room for this? Can you double space the text to allow for room to write annotations?
EYFS - Nursery	<p><u>Provision continuous across the terms</u></p> <p><u>Understanding of the World</u></p> <p>Children will learn about the people and places in their own community and be encouraged to explore and investigate the natural world.</p> <ul style="list-style-type: none"> • I know that some things change over time eg. Buildings, towns, people, nature and talk briefly about these. • I am beginning to understand before/after • I know the Nursery building is a new building and the main school building is older. • I am curious and use objects/photographs to discuss the past • I can use technology to find out about the past eg. That dinosaurs lived a long time ago • I listen to stories or take part in memorial events to help me develop my understanding of events happening ‘a long time ago’ eg. Making poppies for remembrance Sunday • I can talk about events in my own life • I can talk about past experiences
Tavistock Heritage Study	<p>Compare photographs of Tavistock through the ages, identifying old or new</p> <p>Compare the different buildings on TPNS site and identify as old or new</p>
EYFS - Reception	<p><u>Understanding of the World</u></p> <p>Children will know about their local, wider community and environment and begin to understand the need to respect all living things</p> <p>People and Communities</p> <p>Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Enjoys joining in with family customs and routines.

	<p>The world Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. • Looks closely at similarities, differences, patterns and change. 					
Tavistock Heritage Study	<p>Compare photographs of Tavistock through the ages, identifying differences over time. How can they order them from oldest to most recent? Compare the different buildings on TPNS site and identify as old or new- how do they know? What features and materials help them?</p>					
	<p>Autumn Time period Event Person</p>	<p>Key vocabulary:</p>	<p>Spring Time period Event Person</p>	<p>Key vocabulary:</p>	<p>Summer Time period Event Person</p>	<p>Key vocabulary:</p>
Year 1/2	<p>- Tudors 1485-1603 - The dissolution of the monasteries / Wives of Henry VIII/ Character of Henry VIII -Henry VIII Visits/visitors: Elizabethan house, Plymouth; Costume Carousel; Tavistock Abbey</p>	<p>Tudors, monastery, wife, divorce, beheaded, feast</p>	<p>The Victorians 1837 - 1901 - Nurses changing medicine and history -Florence Nightingale, Edith Cavell and Marie Curie Visits/visitors: Morwellham Quay</p>	<p>Nurse, medicine, Queen Victoria</p>	<p>London 1666 - The Great fire of London - Samuel Pepys Visits/visitors: Story teller Fire service</p>	<p>Bakery, capital city</p>
<p>Knowledge Pupils use discussion, drawings, role-play, models, writing and ICT to show they:</p>	<ul style="list-style-type: none"> • recognise why Henry VIII began the dissolution of the monasteries and what happened as a result • understand the reasons that Henry VIII had 6 		<ul style="list-style-type: none"> • know some of the differences in ways of life between Victorian England and now • understand how Florence Nightingale made hospitals a cleaner and safer place to be 		<ul style="list-style-type: none"> • know how and where the Fire of London started and how we know this • know the importance of the diary of Samuel Pepys as an historical source 	

	wives and use evidence to make a judgement of his character/leadership					
Skills Pupils can:	<ul style="list-style-type: none"> • sequence pictures from different periods of their lives • find answers to questions about the Tutor age, using different sources and artefacts • Use evidence to make observations of Henry VIII's character . 	<ul style="list-style-type: none"> • sequence artefacts from Victorian era to modern day • find answers to questions about the Victorian age, using different sources and artefacts • compare 2 versions of life in Victorian hospitals 	<ul style="list-style-type: none"> • describe memories of key events in their lives • use stories to distinguish between fact and fiction • discuss the reliability of Samuel Pepys' diary as an historical source. 			
Tavistock Heritage Study	Visit site of Tavistock Abbey watch Tavistock Abbey film: heritageintavistock.org/tavistock	Visit Tavistock Guildhall- KS1 Tavistock's Buildings for KS1 workshop. Explore how the Victorian mining industry resulted in the development of many significant buildings in Tavistock				
Chronology Vocabulary:	500 years ago, century					
Year 3	<ul style="list-style-type: none"> - History of Tavistock - The establishment of Tavistock in Saxon times - Duke of Bedford <p>Visits/visitors: Tavistock town centre, Bedford Square</p>	Tavistock Bedford Duke Local Saxon	Ancient Egypt -The Egyptians 3100 B.C <ul style="list-style-type: none"> - Howard Carter's discovery - Tutankhamun <p>Visits/visitors: Story teller</p>	Egypt jewellery mummification Tutankhamun temple pharaoh sphinx River Nile hieroglyphs pyramid	Ancient Greece 800B.C <ul style="list-style-type: none"> - History of the Olympics compared to 2020 - Theagenes of Thasos, Leonidas of Rhodes, Milo of Croton 	Ancient Greece empire Olympics soldier column mythical Athens Sparta
Knowledge Pupils use discussion, drawings, role-play, models, writing and ICT to show they:	<ul style="list-style-type: none"> • understand the reasons why Tavistock was established in Saxon Times. • Know who the Duke of Bedford was, his influence in Tavistock and the significant landmarks of the town. • understand what everyday life was like in Tavistock during the time of the Duke of Bedford. 		<ul style="list-style-type: none"> • compare life in Ancient Egypt with life today • recognise why Howard Carter explored pyramids in Ancient Egypt and what we know as a result 		<ul style="list-style-type: none"> • compare life in Ancient Greece with life today • recognise why Theagenes and Leonidas competed in the Olympics and why they are remembered • study Greek life and achievements and know their influence on the western world. 	
Skills Pupils can:	<ul style="list-style-type: none"> • place Saxon and Victorian eras on a time line • use dates and terms relating to Saxon and Victorian eras 		<ul style="list-style-type: none"> • place Ancient Egyptian era on a time line- compare to 1922 (discovery of Tutankhamun tomb) 		<ul style="list-style-type: none"> • place Ancient Greece on a time line • sequence the different events studied in Y4, using timelines 	

	<ul style="list-style-type: none"> • use a range of sources to gather information and understand that they may offer different views • select and record relevant information • use library/internet for research 	<ul style="list-style-type: none"> • compare different versions of the discovery of the tomb • experience representations of the period (storyteller) • use a range of sources to gather information and understand that they may offer different views • select and record relevant information 	<ul style="list-style-type: none"> • use a range of sources to gather information and understand that they may offer different views • select and record relevant information • use library/internet for research 			
Tavistock Heritage Study	<p>Use the Tavistock Blue Plaque Trail to explore the development of Tavistock from Anglo-Saxon Times to the Victorian era.</p> <p>Visit Tavistock Guildhall- KS2 Mining Heritage Workshop and explore how the Victorian mining industry resulted in the Seventh Duke of Bedford developing Tavistock, including courts and cells.</p> <p>Watch-You Tube films- heritageintavistock.org/tavistock</p>					
Chronology Vocabulary:	Millennia, millennium, Before Christ was born and after Christ was born, ancient, chronological, time line					
Year 4	<p>The Mayans A.D 250 - 900</p> <ul style="list-style-type: none"> - Development of farming, maths, architecture and sports/ games - Itzam – God of the heavens, day and night 	<p>Maize god calendar warrior pyramid hieroglyphic civilisation architecture astronomy ancient</p>	<p>The Stone Age to Iron Age 4000 – 8000BC</p> <ul style="list-style-type: none"> - The development of iron and it's uses - Advance of humans through the years <p>Visits/visitors: Believer woods</p>	<p>Cave mammoth Neolithic weapons homo sapiens thatched community invention discoveries</p>	<ul style="list-style-type: none"> - The Romans 753 BC - Roman invasion of Britain 55BC - Julius Caesar 	<p>colosseum empire sword mythology aqueduct amphitheatre gladiator chariot toga mosaic shield invasion expedition</p>
Knowledge Pupils recall, select, and organise historical information and Communicate their	<ul style="list-style-type: none"> • Know about the Mayan civilisation, its achievements and influence today, compare with British history studied so far. • Offer a reasonable explanation for the development of farming 	<ul style="list-style-type: none"> • Know about the changes in Britain from the Stone Age to the Iron Age • use evidence from trips and research to reconstruct life in the Iron Age • Offer a reasonable explanation for the development of iron 	<ul style="list-style-type: none"> • Know how the Roman Empire spread and its impact on Britain • Make links to Iron-Age and the impact of invasion on the Celtic people • offer a reasonable explanation for the Roman invasion of Britain 			

knowledge and understanding						
Skills Pupils can:	<ul style="list-style-type: none"> Record the Mayan era on timeline and compare to previous periods studied explore what evidence we have of life in Mayan times evaluate the usefulness of different sources and understand that sources from history may offer different views use text books & internet to research 	<ul style="list-style-type: none"> Record Stone Age and Iron Age on a timeline (BC) and compare to previous periods studied pose questions about how we know about prehistoric man explore what evidence we have of life in Neolithic times evaluate the usefulness of different sources and understand that sources from history may offer different views use text books & internet to research 	<ul style="list-style-type: none"> Record Roman Empire on timeline and compare to previous periods studied explore what evidence we have of life in Roman Britain evaluate the usefulness of different sources and understand that sources from history may offer different views use text books & internet to research 			
Tavistock Heritage Study		Use the visit to Bellever Woods to explore the prehistoric stone rows, circles and cists and develop an understanding of prehistoric to iron age life around the Tavistock area				
Chronology Vocabulary:	BC and AD, chronology, stone age, iron age, cist, menhir, empire, legion					
Year 5	<p>- History of Tavistock - The establishment of Tavistock in Saxon times - Duke of Bedford</p> <p>Visits/visitors: Tavistock town centre, Bedford Square</p>	Tavistock Bedford Duke Local Saxon	<p>Ancient Egypt -The Egyptians 3100 B.C - Howard Carter's discovery - Tutankhamun</p> <p>Visits/visitors: Story teller</p>	Egypt jewellery mummification Tutankhamun temple pharaoh sphinx River Nile hieroglyphs pyramid	<p>Ancient Greece 800B.C - History of the Olympics compared to 2020 - Theagenes of Thasos, Leonidas of Rhodes, Milo of Croton</p>	Ancient Greece empire Olympics soldier column mythical Athens Sparta
Knowledge Pupils recall, select, and organise historical information and Communicate their knowledge and understanding	<ul style="list-style-type: none"> understand the reasons why Tavistock was established in Saxon Times. Know who the Duke of Bedford was, his influence in Tavistock and the significant landmarks of the town. understand what everyday life was like in Tavistock during the time of the Duke of Bedford. 		<ul style="list-style-type: none"> compare life in Ancient Egypt with life today recognise why Howard Carter explored pyramids in Ancient Egypt and what we know as a result 		<ul style="list-style-type: none"> compare life in Ancient Greece with life today recognise why Theagenes and Leonidas competed in the Olympics and why they are remembered study Greek life and achievements and know their influence on the western world. 	

Skills Pupils can:	<ul style="list-style-type: none"> • place Saxon and Victorian eras on a time line • use dates and terms relating to Saxon and Victorian eras • use a range of sources to gather information and understand that they may offer different views • select and record relevant information • use library/internet for research 	<ul style="list-style-type: none"> • place Ancient Egyptian era on a time line- compare to 1922 (discovery of Tutankhamun tomb) • compare different versions of the discovery of the tomb • experience representations of the period (storyteller) • use a range of sources to gather information and understand that they may offer different views • select and record relevant information use library/internet for research 	<ul style="list-style-type: none"> • place Ancient Greece on a time line • sequence the different events studied in Y4, using timelines • use a range of sources to gather information and understand that they may offer different views • select and record relevant information • use library/internet for research 			
Tavistock Heritage Study	<p>Use the Tavistock Blue Plaque Trail to explore the development of Tavistock from Anglo-Saxon Times to the Victorian era.</p> <p>Visit Tavistock Guildhall- KS2 Mining Heritage Workshop and explore how the Victorian mining industry resulted in the Seventh Duke of Bedford developing Tavistock, including courts and cells.</p> <p>Watch-You Tube films- heritageintavistock.org/tavistock</p>					
Chronology Vocabulary:	Millennia, millennium, Before Christ was born and after Christ was born, ancient, chronological, time line					
Year 6	World War 2 1939 - 1945 - The causes of WW2 The Battle of Britain - John McCrae and Wilfred Owen (WW1) Alan Turing, Bletchley Park (WW2) Visits/visitors: Plymouth museum – Plymouth in the Blitz	evacuee military encrypt frontline Great Britain Propaganda	19th Century - 1968 Black Power Salute at the Olympics - Martin Luther King JR, Nelson Mandela, Tommie Smith and John Carlos	Community equality consequence implement segregation	18th and 19th Century - The Industrial Revolution - Inventors or entrepreneurs	Inventor industrial revolution century Victorian inventions
Knowledge	<ul style="list-style-type: none"> • Find out about the different beliefs, behaviour 		<ul style="list-style-type: none"> • Know about the lives of key figures 		<ul style="list-style-type: none"> • Know about the industrial revolution in Britain and 	

<p>Select and organise information to produce structured work, making appropriate use of dates and terms</p>	<p>and characteristics that led to the outbreak of war (and recognise that not everyone shares the same beliefs and feelings)</p> <ul style="list-style-type: none"> • Present an explanation for the cause and effect of the war / battles / event in terms of cause and effect, using evidence to support and illustrate the explanation • Know and understand the significance of WW 2 on Britain and its impact on society 	<p>in the struggle against American and South African apartheid; understand how their actions brought about change in these countries and how they resonate today</p> <ul style="list-style-type: none"> • Find out about the beliefs, behaviour and characteristics of people (Tommy Smith, John Carlos, reasons for Black Power Mov't) and recognise the difference in views and feelings at the time. • Know the key dates, characters and events of the Civil Rights Movement and the assassination of Martin Luther King 	<p>why it was a turning point in British history</p> <ul style="list-style-type: none"> • Understand the influence of modern history on today's society • Show an understanding of how different periods in history studied across KS2 compare and contrast and notice trends within them
<p>Skills Pupils can:</p>	<ul style="list-style-type: none"> • Place the World War on a timeline in relation to other studies • Be able to sequence up to 10 related events on a time line • Confidently use IT and texts to research • Fact/Fiction or opinion? Check accuracy of interpretations (propaganda) 	<ul style="list-style-type: none"> • Place the start of the Civil Rights Movement on a timeline in relation to other studies • Be able to sequence up to 10 related events on a time line • Confidently use IT and texts to research • Recognise primary (photos/film) and secondary (texts) sources • Be aware that different evidence will lead to different conclusions 	<ul style="list-style-type: none"> • Place the Industrial Revolution on a timeline in relation to other studies • Be able to sequence up to 10 related events on a time line • Confidently use IT and texts to research • Recognise primary and secondary sources
<p>Tavistock Heritage Study</p>	<p>Visit Plymouth Museum to explore the impact of the blitz on Britain Visit the war memorial and explore the names. Discuss any recognisable local names. Record and investigate one online.</p>		<p>Visit Tavistock Guildhall for Inventors and Inventions Workshop. Discover the inventions that made local mining so successful in Victorian era.</p>

**Chronology
Vocabulary:**

epoch, middle-ages

Key stage 3 Subject content

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

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.

Pupils should be taught about:

- the development of Church, state and society in Medieval Britain 1066-1509

Examples (non-statutory)

This could include:

- the Norman Conquest
- Christendom, the importance of religion and the Crusades
- the struggle between Church and crown
- Magna Carta and the emergence of Parliament
- the English campaigns to conquer Wales and Scotland up to 1314

Examples (non-statutory)

This could include:

- society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature
- the Black Death and its social and economic impact
- the Peasants' Revolt
- the Hundred Years War
- the Wars of the Roses; Henry VII and attempts to restore stability

- the development of Church, state and society in Britain 1509-1745

Examples (non-statutory)

This could include:

- the English Reformation and Counter Reformation (Henry VIII to Mary I)
- the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)
- the first colony in America and first contact with India
- the causes and events of the civil wars throughout Britain
- the Interregnum (including Cromwell in Ireland)
- the Restoration, 'Glorious Revolution' and power of Parliament
- the Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745
- society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature

- ideas, political power, industry and empire: Britain, 1745-1901

Examples (non-statutory)

This could include:

- The Enlightenment in Europe and Britain, with links back to 17th Century thinkers and scientists and the founding of the Royal Society
- Britain's transatlantic slave trade: its effects and its eventual abolition
- the Seven Years War and The American War of Independence
- the French Revolutionary wars
- Britain as the first industrial nation – the impact on society
- party politics, extension of the franchise and social reform
- the development of the British Empire with a depth study (for example, of India)
- Ireland and Home Rule
- Darwin's 'On The Origin of Species'

- challenges for Britain, Europe and the wider world 1901 to the present day

In addition to studying the Holocaust, this could include: **Examples (non statutory)**

the First World War and the Peace Settlement

Women's suffrage

the inter-war years: the Great Depression and the rise of dictators

- the Second World War and the wartime leadership of Winston Churchill
- the creation of the Welfare State
- Indian independence and end of Empire
- social, cultural and technological change in post-war British society
- Britain's place in the world since 1945

- a local history study

Examples (non-statutory)

- A depth study linked to one of the British areas of study listed above
- a study over time, testing how far sites in their locality reflect aspects national history (some sites may predate 1066)
- a study of an aspect or site in local history dating from a period before 10

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- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066

Examples (non-statutory)

- the changing nature of political power in Britain, traced through selective studies from the Iron Age to the present
- Britain's changing landscape from the Iron Age to the present
- a study of an aspect of social history, such as the impact through time of migration of people to, from and within the British Isles
- a study in depth into a significant turning point: for example, the Neolithic Revolution

- at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].