



# **Tuition, Medical and Behaviour Support Service**

## **Curriculum Policy - Primary History**

**Harlescott Education Centre**

<b>Reviewed:</b>	October 2023
<b>Next Review:</b>	October 2024
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## **AIMS AND PRINCIPLES**

The national curriculum for history aims to ensure that 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.

## **PURPOSE OF STUDY**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### **Subject content**

#### **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.

Pupils should be taught about:

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.
- 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].

- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- significant historical events, people and places in their own locality.

## **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, 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.

## **PLANNING**

The 'Tuition, Medical and Behaviour Support Service' (TMBSS) exists to meet the needs of students aged between 5 and 16 across Shropshire who cannot be taught in school for a short period of time. Our key purpose is to provide a high-quality learning experience appropriate to the needs of the individual student. Ultimately, we are a short-term intervention.

TMBSS Primary operate from Harlescott Education Centre which caters for students in Years 1 to 6. Children can access two different models at Harlescott, depending on their circumstances. These are the Sixth Day Provision Model (for permanently excluded students) and the Shared Placement Model (alongside a mainstream school) accessed via the Inclusion Advice Forum.

The Shared Placement Model is for morning and afternoon students who attend for 4 sessions weekly and have a partner school. Shared Placements are 16 weeks in length. These students access our core offer as follows:

English  
 Maths  
 Science  
 ICT  
 RE/PSE  
 RSHE  
 PE

It is hoped that during our short-term intervention these students would access the history curriculum within their mainstream setting.

The Sixth Day Provision Model is full-time and these placements are 13 weeks in length. Due to the short-term nature of placements at TMBSS Primary, we strive to provide a broad, balanced curriculum including history, although it is not covered in the same depth as it would for a student accessing full-time mainstream/specialist education.

Details of both offers are contained within the Medium and Long-Term Curriculum Plans. Six Day Provision Students will have access to a half term of history every term.

Once Sixth Day Provision students are on a short integration plan, attending their mainstream school for full days, they may not be attending TMBSS on the day is taught.

Taking the above into consideration, at TMBSS primary, we strive to embed history across the curriculum as a cross curricular subject and teach it where appropriate.

It is on this basis which we have planned our 'Long Term Plan' over a 'One Year Cycle' in Key Stage 1 and a 'Two Year Cycle' in Key Stage 2.

### Key Stage 1

	Autumn	Spring	Summer
<b>Cycle A and B</b>	The Great Fire of London	Famous for more than 5 minutes	Changes within living memory

### Key Stage 2

	Autumn	Spring	Summer
<b>Cycle A</b>	World War 2 in Britain	Ancient Greece	Ancient Egypt

<b>Cycle B</b>	Victorian Britain	Stone Age to Iron Age in Britain	The Romans in Britain
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### ASSESSMENT and RECORDING

This is achieved through:

- discussion with pupils;
- observation of pupils;
- marking work.

### MONITORING AND EVALUATION

This is achieved by the history coordinator through;

- monitoring and evaluation of pupils' work;
- monitoring of planning.

### MARKING WORK

The purpose of marking is to move children forward in their learning.

1. Feedback and marking should be part of a process in which children need to have some involvement.
2. Written or verbal comments made by the teacher could link back to the learning objective and/or success criteria.  
Written or verbal comments made by the teacher could give advice/suggestions/clues on how to 'close the gap'.  
Written or verbal comments made by the teacher could set out the 'next steps' for learning.

For further guidance and detail on marking, please refer to TMBSS Marking and Feedback Policy.