

# A bespoke History Curriculum- The Tilstock Way

**“A person without the knowledge of their past history, origin and culture is like a tree without roots”**

***Marcus Garvey***

History education should help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world (NC 2012) . At our school we hold a strong emphasis on the chronological understanding of history taught, from our children’s own living memory to the earliest civilisations. We plan with coherence in mind, ensuring that units of work grow from the present day in EYFS to the Stone-age in Year 6. This ensures a chronological narrative, that sequences times and dates and develops contextual vocabulary over time. Furthermore, each classroom has a history time-line which enable children to visualise daily, the sense of scale, the vast breadth of time and the legacy that it has left and impacted onto life today.

Key historical knowledge is carefully developed from family history in the EYFS; local and British history in KS1; European history in LKS2 to World History in UKS2.

We take great pride in exposing the children to a range of significant historical figures, key events, periods and settings to build empathy and allow them to take inspiration for their own enquiry.

We regularly link units of study to key texts, writing tasks and oracy to enable pupils to showcase their growing vocabulary and apply their understanding in a purposeful way.



# Year 1-6 History Journey



Providing a secure chronological understanding

Years 1, 2  
British History

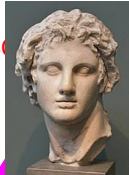
Years 3, 4  
European History

Years 5, 6  
World history

Ancient Greece – a study of Greek life and achievements and their influence on the western world

I know about the Roman Empire and its impact on Britain 2000 - 1300 BC.  
Cleopatra (c.69 BC - 30 BC) Julius Caesar's attempted invasion in 55-54 BC

Alexander the Great (356 - 323 BC)



The Celts

Stone-age  
Iron-age



2.6 million years ago



Benin (West Africa) c. AD 900-1300.

Mayan civilization c. AD 900;



A non-European society that provides contrasts with British history



Baghdad c. AD 900



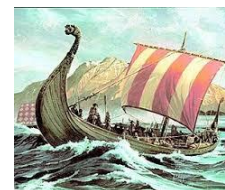
Boudica



Alfred the Great (849 AD – 899 AD)

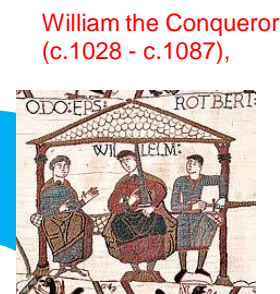
500BC – 400AD TRIBES

Britain's settlement by Anglo-Saxons and Scots



700- 1310

Invaders!  
The Viking and Anglo-Saxon struggle for the Kingdom of England



William the Conqueror (c.1028 - c.1087),

George Stephenson (1781-1848)



1700-1800's:  
I will complete a local history study Ironbridge and the Industrial Revolution,



James Cook 1728 – 1779

The Great Fire of London



I will learn about the Great Fire of London including and

1600 - 1700



Samuel Pepys



Guy Fawkes



Walter Raleigh (c.1552 - 1618),



William Shakespeare (1564 - 1616)

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (explorers)



Elizabeth I (1533 - 1603),



Henry VIII (1491 - 1547),

The Tudors 1400-1600



Florence Nightingale (1820 - 1910),

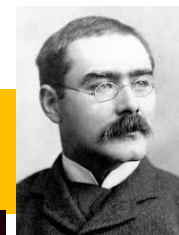
I know about the lives of significant individuals in the past who have contributed to national and international achievements  
1837-1901 The Victorians



Vincent Van Gough (1853 - 1890)



Marie Curie (1867 - 1934),



Rudyard Kipling (1865-1936)



Charles Dickens (1812 - 1870),

Queen Victoria & Prince Albert



The Titanic



THE WOODENTOPS

I know about significant historical events, people and places in my own locality.

1900- 1950



Winston Churchill (1874 - 1965)



Wilfred Owen Local war hero 1893-1918

The Coronation



July 20, 1969: One Giant Leap For Mankind.



1950-2000

I know about changes within living memory. I know about events beyond living memory that are significant nationally or globally

Queen Elizabeth II





# Year 5/6 History Journey



## World History

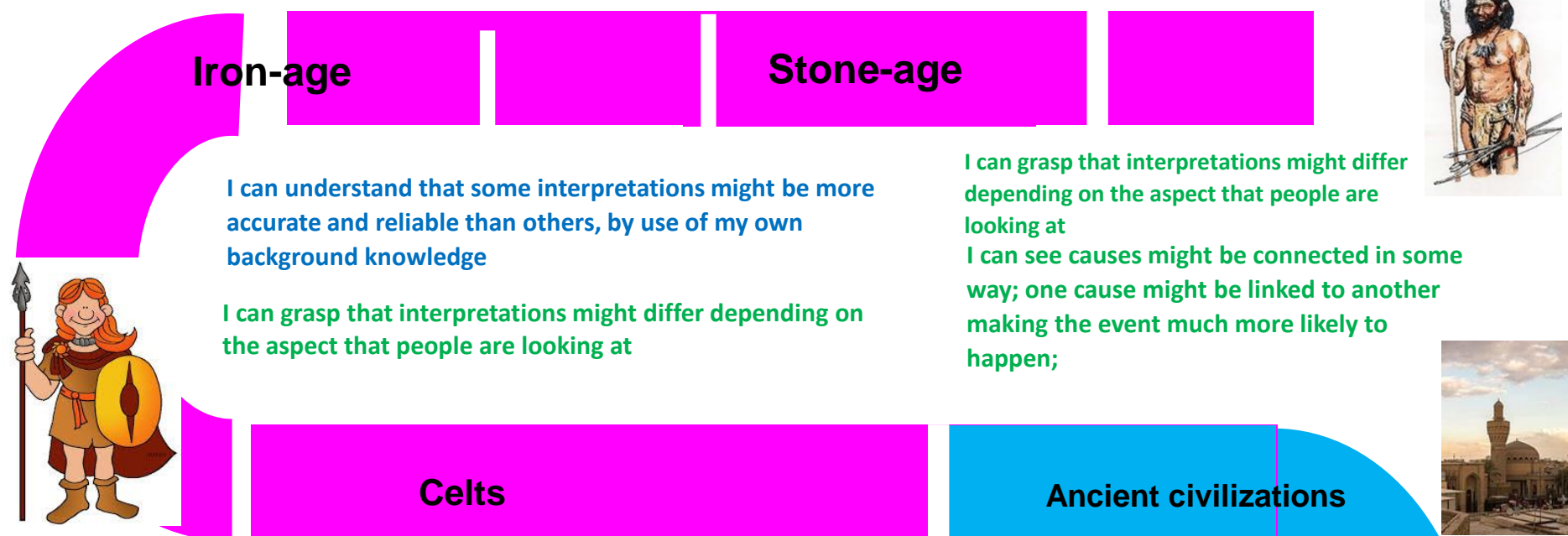
**Autumn**  
Tribes or  
comparison study

**Spring**  
Earliest civilisations

**Summer**  
Stone-age

My answers are structured and provide supporting evidence for statements made. I am able to see two sides of a question and can offer arguments on both sides;

My answers are relevant to the question set; with use of period specific detail to make the work more convincing and authentic; I refer to dates and to see importance of lengths of time e.g. when describing causes; I am able to make subtle distinctions within a period being studied, and realizes danger of overgeneralising.



**Iron-age**

**Stone-age**

I can understand that some interpretations might be more accurate and reliable than others, by use of my own background knowledge

I can grasp that interpretations might differ depending on the aspect that people are looking at

I can grasp that interpretations might differ depending on the aspect that people are looking at

I can see causes might be connected in some way; one cause might be linked to another making the event much more likely to happen;

**Celts**

**Ancient civilizations**

I can make links between different features of a society to make sense of the world lived in by people in the past. I can explain beliefs and attitudes in terms of why people might have had those ideas. I can understand that people's experiences varied depending on status e.g. I understand that women's position in Greek society was very different in Athens and Sparta.

I can explain an event with reference to abstract ideas such as long and short-term or events building up; Begins to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think.

I can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture.

Realises that Ancient means thousands of years ago. Can use some key dates as important markers of events e.g Caesar's landing, Claudius' invasion, Boudicca's revolt; Uses more sophisticated time markers within, as well as between periods. Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted.

They are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalisation saying instead, it all depends on who you were, what position you had in society

**I know about the Roman Empire and its impact on Britain**

I can consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ... . This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?

I can offer substantiated reasons why some sources might be treated cautiously. Shows awareness of the need to think about why the source was produced without prompting.

**500BC – 400AD TRIBES**

I can understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.

I realise that events usually happen for a combination of reasons. Begins to genuinely explain rather than list. Explains an event using simple form of classification e.g. to do with money or religion. Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;

**A non-European society that provides contrasts with British history**

AD 900-1300.

I can use dates and specific terms confidently to establish period detail. I can successfully match simple iconic images to each of the periods studied;

I can grasp that interpretations might differ depending on the aspect that people are looking at.

# Year 3, 4 History Journey



## European History

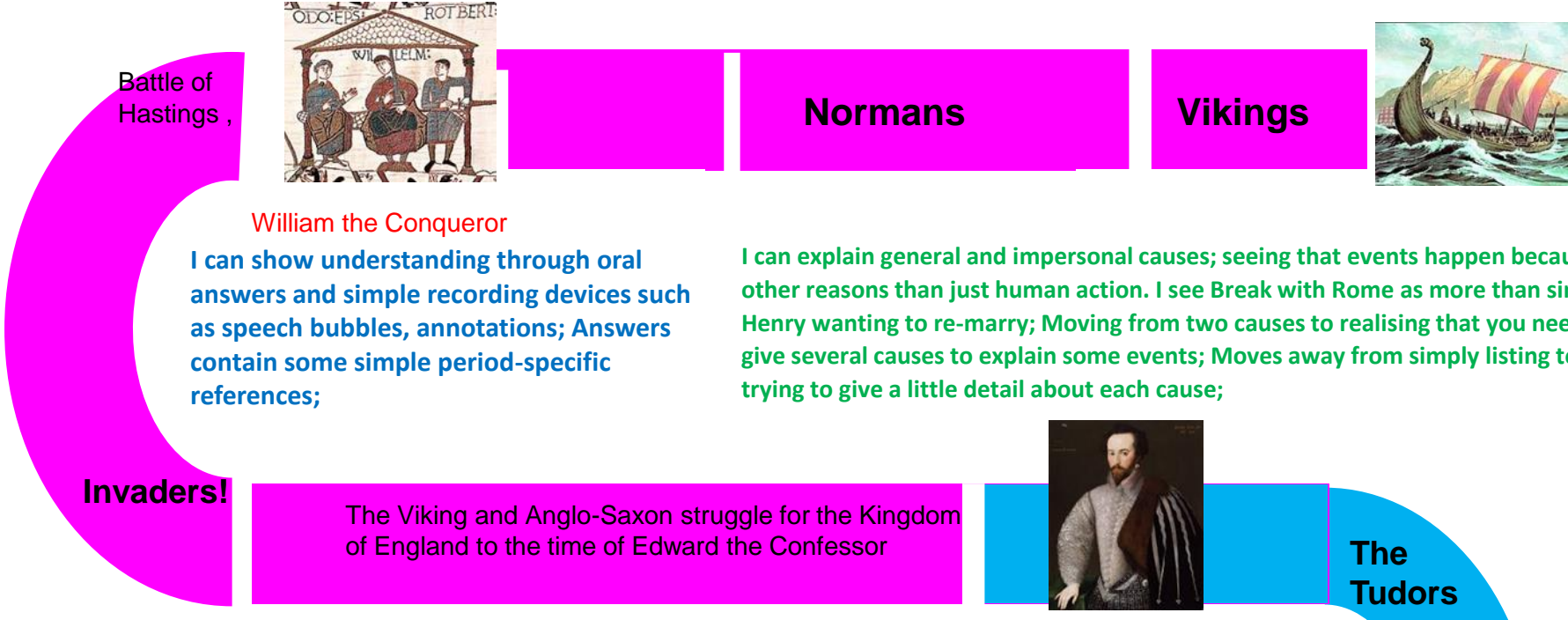
**Autumn**  
The industrial revolution  
Great Fire of London

**Spring**  
Explorers  
The Tudors

**Summer**  
Battle of Hastings  
Vikings

I can write in simple and accurate, sequenced, sentences when narrating what happened in the past;. I can write in explanatory mode, rather than descriptive

I begin cross-referencing information to see if other sources agree, rather than taking everything on face value. I can see that some sources are more useful than others and can explain why and can think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders



William the Conqueror

I can show understanding through oral answers and simple recording devices such as speech bubbles, annotations; Answers contain some simple period-specific references;

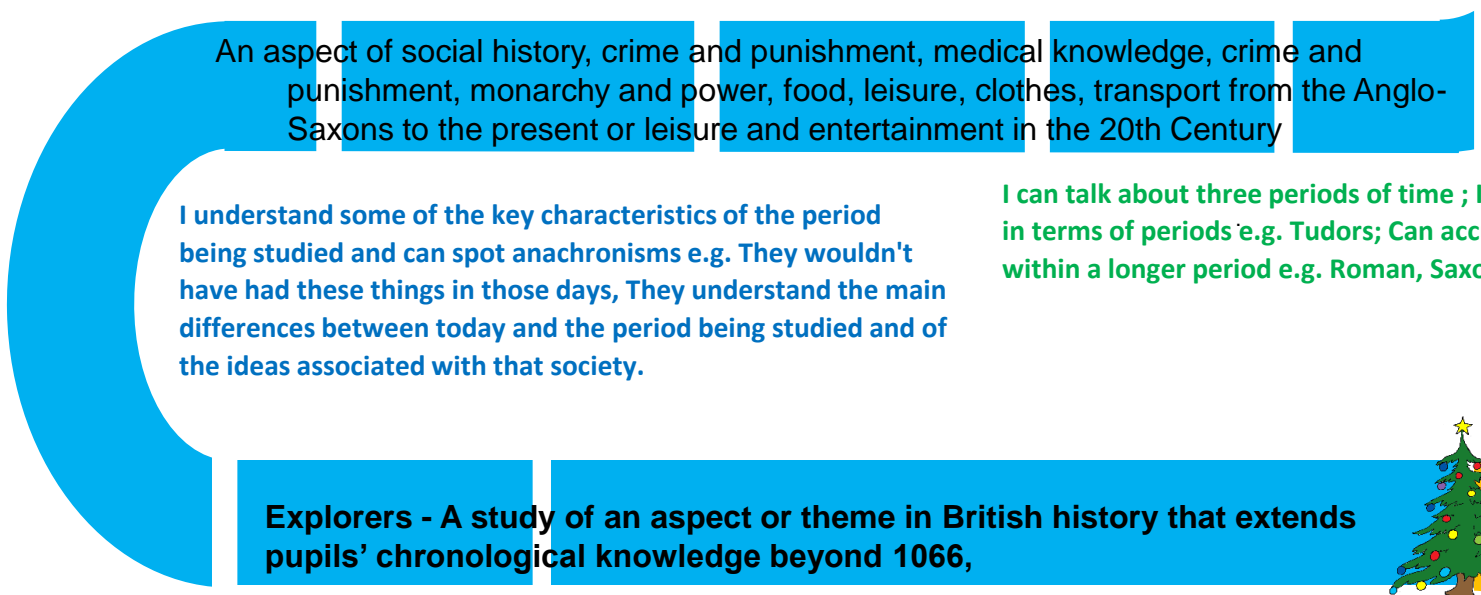
I can explain general and impersonal causes; seeing that events happen because of other reasons than just human action. I see Break with Rome as more than simply Henry wanting to re-marry; Moving from two causes to realising that you need to give several causes to explain some events; Moves away from simply listing to trying to give a little detail about each cause;



The Tudors

Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade; Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people.

I know that not everyone in the past lived in the same way. I can contrast life for rich and poor in Tudor times and do not describe Tudor home life as if it was the same for everyone. I know that there are different levels in society.



An aspect of social history, crime and punishment, medical knowledge, crime and punishment, monarchy and power, food, leisure, clothes, transport from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

I understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, They understand the main differences between today and the period being studied and of the ideas associated with that society.

I can talk about three periods of time ; I can talk about the past in terms of periods e.g. Tudors; Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings;

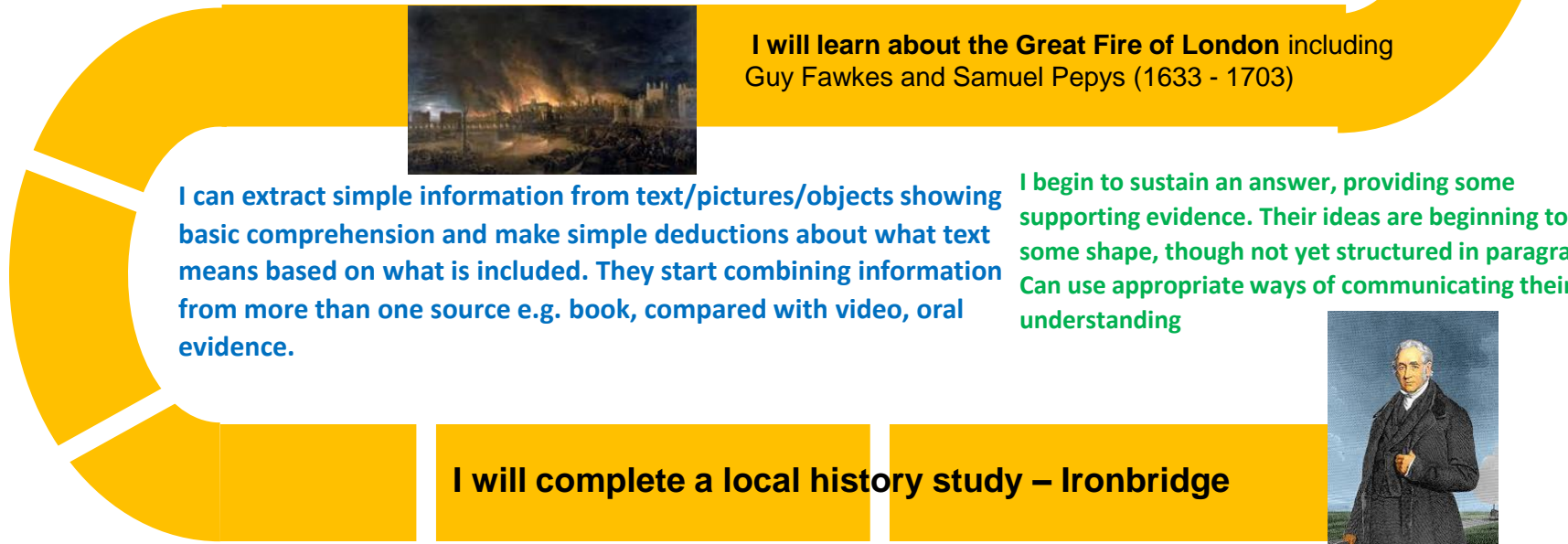
**Explorers - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066,**



I can identify differences between versions of the same event e.g. the video gives a different view to what we have just read. Can give a simple reason why we might have more than one version: e.g. No-one there recording the event; gaps in the evidence are so large they have to be filled by imaginative reconstruction

I can realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Mary Rose. Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis

I can understand that all history is to some extent interpretations and see why some people might write different versions of the same event.

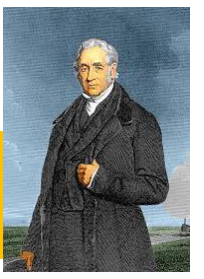


**I will learn about the Great Fire of London** including Guy Fawkes and Samuel Pepys (1633 - 1703)

I can extract simple information from text/pictures/objects showing basic comprehension and make simple deductions about what text means based on what is included. They start combining information from more than one source e.g. book, compared with video, oral evidence.

I begin to sustain an answer, providing some supporting evidence. Their ideas are beginning to have some shape, though not yet structured in paragraphs. Can use appropriate ways of communicating their understanding

**I will complete a local history study - Ironbridge**



I can confidently spot major anachronisms from most periods studied when compared with today; Can sequence events in simple narrative and use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while.

I can grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery



# Year 1,2 History Journey



## British History – the last 100 years

Autumn

Spring

Summer

I can write simple sentences describing an event. Can orally retell the main episodes of famous past events using subject related vocabulary

I can see that there are different versions of real historical situations, eg: different written, spoken and pictorial versions

I can write simple sentences containing period-specific detail about a day 100 years ago.

Vincent Van Gough (1853 - 1890)



I understand that it is not always possible to know for sure what happened, people have to use their imagination to reconstruct some events e.g. the sinking of the Titanic



Marie Curie (1867 - 1934),

Begins to use sources to identify some details and answer simple question.



Florence Nightingale (1820 - 1910),

Charles Dickens (1812 - 1870),



I know about the lives of significant individuals in the past who have contributed to national and international achievements 1837-1901

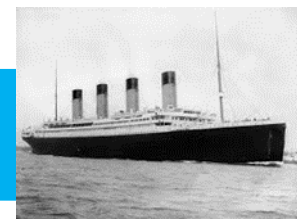
Queen Victoria & Prince Albert



Representation – Can Understand that people can disagree about what happened in the past without one of them being wrong. This is an important idea.

Can give a simple reason why a real person acted as they did in a historical situation and can give simple consequences of somebody's actions,

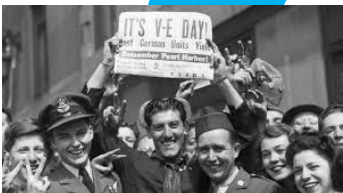
### The Titanic



I know about significant historical events, people and places in my own locality.

I can give a simple reason why we might have more than one version of an event

I can give a clear explanation of an important event, offering two or three reasons why an event took place,



•Wilfred Owen (1893 - 1918)



Winston Churchill (1874 - 1965)



I can offer reasons why simple changes occur, Can also see that not everyone in the past had the same experience

I can spot significant differences between 'then and now' and can confidently identify old and new



The moon landings - I know about events beyond living memory that are significant nationally or globally

I can understand that people create different versions of the past for different audiences and therefore might give a different emphasis

I can ask and answer questions such as What was it like for a...? What happened? How long ago?



The Royal family Tree - I know about changes within living memory.



I can place historical figures, events and artefacts in order on a given time line, using dates where appropriate

I understand and use common words related to the passing of time I use simple timelines to sequence