



TJS History Curriculum





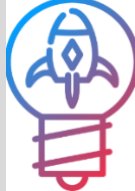
Together Everyone Achieves More



“You have to know the past to understand the present”
Carl Sagan

Our History curriculum inspires curiosity about the past and helps pupils understand its impact on the present and future. Through a well-sequenced programme, children build a secure chronological framework, explore significant events and people, and investigate themes that have shaped societies. We nurture critical thinking and informed interpretation, enabling pupils to ask questions, weigh evidence, and appreciate diversity, continuity, and change. By connecting local, national, and global history, pupils develop a sense of identity and become thoughtful citizens who value heritage and challenge injustice.

Our History curriculum encompasses the five key curriculum drivers in the following ways:

Numerate 	Literate 	Articulate 	World Wise 	Aspirational 
Pupils interpret timelines, dates, and scales to understand chronology.	Children use historical vocabulary accurately and write structured explanations and arguments.	Pupils discuss interpretations and present ideas clearly in debates and presentations.	Learners explore diverse cultures and global events, understanding their impact on society.	We inspire pupils to see themselves as historians, developing curiosity and ambition for lifelong learning.

Substantive Concepts - The ‘Big Ideas’ that children at Tollgate need to know in History

Civilisation and Society	Power and Governance	Empire and Invasion
Understanding how communities are organised, including social structures, daily life, and cultural achievements.	Exploring how authority is exercised through leadership, laws, and systems of rule, and how these change over time.	Examining the expansion of territories, the reasons for conquest, and the impact of invasion on societies.
Culture and Belief	Trade and Economy	Equality and Right
Investigating the ideas, religions, traditions, and values that shape how people live and interact	Understanding how resources, goods, and wealth are produced, exchanged, and distributed, and their influence on societies.	Considering how rights and freedoms have developed, and how movements for equality have shaped societies.

National Curriculum Requirements

- Develop a chronologically secure knowledge of British, local and world history
- Understand historical concepts such as continuity and change, cause and consequence, similarity and difference, and significance
 - Use historical terms accurately
- Address and devise historically valid questions about change, cause, similarity, difference and significance
 - Construct informed responses using relevant historical information
- Understand how our knowledge of the past is constructed from a range of sources

National Curriculum History topics

- 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 and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
 - A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations (overview and one in-depth study: Ancient Sumer, Indus Valley, Ancient Egypt, Shang Dynasty)
 - Ancient Greece – life, achievements, and influence on the western world
- A non-European society that provides contrasts with British history (e.g., Mayan civilization c. AD 900 or Benin c. AD 900–1300)

Second order (disciplinary) development taught through all topics

How we work like historians regardless of the period of history we study

- **Chronology** - Building a secure sense of time, sequencing events and understanding duration and intervals
 - **Interpretation** - Understanding how and why historical accounts differ
 - **Evidence** - Using sources critically to ask and answer questions about the past

Second order (disciplinary) development taught throughout the year

- **Cause and Consequence** - Exploring why events happened and what effects they had
- **Change and Continuity** - Identifying what changed and what stayed the same over time
- **Similarity and Difference** - Comparing societies, cultures and experiences across periods
 - **Significance** - Judging why certain event, people or developments matter
 - **Empathy** - Appreciating perspectives and experiences of people in the past
 - **Evaluation** - Making reasoned judgments about reliability, importance and impact

Our History Curriculum



	Term 1 & 2	Term 3 & 4	Term 5 & 6
Year 3	<p>The Stone Age to the Iron Age Oak Academy Unit - Combined Stone Age Britain - What do archaeologists think they know about it Bronze and Iron Age Britain: How did life change during this time?</p> <p>N/C: Changes in Britain from the Stone Age to the Iron Age</p>	<p>Sumer and other Early Civilisations Oak Academy Unit Sumer and other early civilisations: What made them similar?</p> <p>N/C: A non-European society that provides contrasts with British history</p>	<p>Smugglers on the South Coast Bespoke TJS Unit</p> <p>N/C: A local history study</p>
Year 4	<p>The Romans Oak Academy Unit What impact did the Roman Invasion have on Britain?</p> <p>N/C: The Roman Empire and its impact on Britain</p>	<p>The Anglo Saxons Oak Academy Unit – combined Britain's settlement by Anglo Saxons How do we know about Anglo-Saxon Life?</p> <p>N/C: Britain's settlement by Anglo-Saxons and Scots</p>	<p>Ancient Egypt Oak Academy Unit What stayed the same for 3000 years?</p> <p>N/C: The achievements of the earliest civilizations</p>
Year 5	<p>The Vikings Oak Academy Unit - Combined How did the Viking Settlement change Britain? The Vikings: Why did they come to the British Isles?</p> <p>N/C: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>The Victorians Bespoke TJS Unit</p> <p>N/C A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Ancient Greece Oak Academy Unit - Combined What do we know about Ancient Greece? What is its most significant legacy?</p> <p>N/C: Ancient Greece – life, achievements, and influence on the western world</p>
Year 6	<p>The Benin Bronzes Oak Academy Unit Benin: Why have people argued about the Benin Bronzes?</p> <p>N/C: A non-European society that provides contrasts with British history</p>	<p>The Second World War Oak Academy Unit Significant turning points - how did experiences differ during WW2</p> <p>N/C A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Life in Britain since WW2 Oak Academy Unit Significant turning points: In what ways did Britain change after WW2</p> <p>N/C A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>

Substantive Concepts: Threads Through Our Curriculum



Civilisation and Society

Civilisation and Society is about investigating:

- How communities were organised, including social structures and daily life.
- What cultural achievements tell us about the values and priorities of societies.
- How different civilizations compare in terms of organisation and development.

Key question to thread this concept across the topic:

How does studying past societies help us understand how people lived and worked together?



Power and Governance

Power and Governance is about investigating:

- How authority was exercised through leadership, laws, and systems of rule.
- Why governance changes over time and what influences those changes.
- How power affects individuals and communities in different historical contexts.

Key question to thread this concept across the topic:

How does power shape the way societies are governed and controlled?



Empire and Invasion

Empire and Invasion is about investigating:

- Why empires expand and the reasons behind conquest and colonisation.
- How invasion and settlement impact societies and cultures.
- What legacies empires and invasions leave behind.

Key question to thread this concept across the topic:

Why do empires expand and what happens to societies when they are invaded?



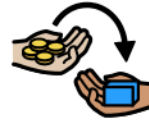
Culture and Belief

Culture and Belief is about investigating:

- How ideas, religions, and traditions influence daily life and decision-making.
- Why beliefs and values change over time and what drives those changes.
- How cultural practices shape identity and interaction between communities.

Key question to thread this concept across the topic:

How do beliefs and traditions influence the way people live and make decisions?



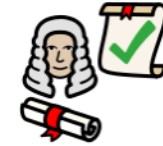
Trade and Economy

Trade and Economy is about investigating:

- How resources, goods, and wealth are produced and exchanged.
- Why trade networks develop and what impact they have on societies.
- How economic factors influence power, conflict, and cultural exchange.

Key question to thread this concept across the topic:

How does trade and the economy affect the development of civilizations?



Equality and Right

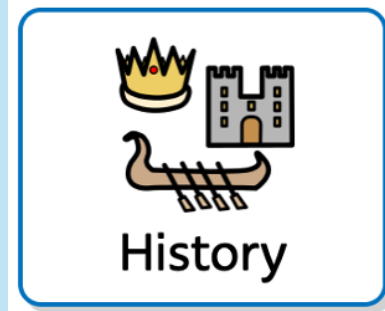
Equality and Right is about investigating:

- How rights and freedoms have developed across different periods.
- Why movements for equality emerge and what changes they bring.
- How ideas about justice and fairness shape societies over time.

Key question to thread this concept across the topic:


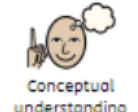
How have ideas about equality and rights changed over time and why does this matter?


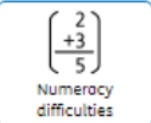
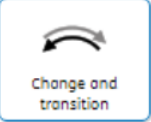
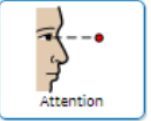
History and SEND



Any adaptations to the History curriculum should depend on pupils' specific needs. These adaptations should focus on **how the subject is taught rather than reducing the historical content** pupils are expected to learn. This is because exposure to key historical knowledge, concepts, and enquiry skills is essential for progression.

Reducing the curriculum can limit pupils' ability to build a coherent understanding of the past and should be avoided. Instead, adaptations should include **scaffolding for discussion and interpretation**, visual timelines and artefacts, and strategies to reduce unnecessary demands on working memory.

Area of need	Adaptive practice
 <p>Vocabulary and/or language</p>	<ul style="list-style-type: none"> ▪ Begin each lesson with a review of previous key terms (e.g., timeline, empire, artefact). ▪ Use visual word banks with images for all new historical vocabulary. ▪ Refer to key vocabulary throughout the lesson and link to other subjects (cross-curricular connections). ▪ Create interactive displays with timelines, maps, and artefacts. ▪ Provide additional opportunities for oral discussion through short retrieval and reasoning tasks. ▪ Use talk scaffolds (sentence starters like <i>I think this happened because...</i>, <i>The evidence shows...</i>). ▪ Include pictures and real objects for concrete understanding.
 <p>Conceptual understanding</p>	<ul style="list-style-type: none"> ▪ Pre-teach tricky concepts (e.g., chronology, cause and consequence) in small groups. ▪ Use dual coding (word + image) for timelines, maps, and key ideas. ▪ Provide worked examples for historical enquiry (e.g., analysing a source step by step). ▪ Connect new learning to previous units (e.g., link Romans to earlier Iron Age societies). ▪ Use graphic organisers for cause/effect or continuity/change. ▪ Incorporate stories and role-play to bring historical contexts to life.

	<ul style="list-style-type: none"> Use artefacts or props for immersive experiences (e.g., replica tools, clothing). Discuss common misconceptions (e.g., “Romans and Vikings lived at the same time”). Offer immersive experiences (museum visits, virtual tours). Enable non-writing activities (sorting cards, sequencing events, oral quizzes).
 <p>Literacy difficulties</p>	<ul style="list-style-type: none"> Provide visual word banks and personalised picture cards during input. Use oracy-based activities: debates, drama, interviews, podcasts. Offer choice of outcomes (speaking, drawing timelines, matching, recording on iPad). Encourage collaborative learning (paired discussion tasks). Scaffold reading with accessible texts or teacher-read support. Use sentence starters for writing tasks (<i>This source suggests...</i>, <i>One reason for...</i>).
 <p>Numeracy difficulties</p>	<ul style="list-style-type: none"> Explicitly teach timelines and intervals using scaled visuals. Use sequences for ordering events and understanding duration.
 <p>Change and transition</p>  <p>Attention</p>	<ul style="list-style-type: none"> Establish clear routines for retrieval and transitions. Organise workspaces with visual task planners. Use stimuli (images, artefacts) to maintain engagement. Provide movement breaks (e.g., timeline sequencing game). Chunk learning into short, manageable tasks. Give pre-exposure to resources (maps, vocabulary cards). Provide countdowns for transitions (e.g., moving from discussion to writing).

Assessment Entered each term into Insight				
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 and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A local history study
Y3 1/2	Y4 1/2,	Y4 3/4	Y5 1/2	Y3 5/6
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley; Ancient Egypt, The Shang Dynasty of Ancient China.	Ancient Greece - a study of Greek life and achievements and their influence on the western world.	A non-European society that provides contrast with British History - one study chosen from: early Islamic civilisation, including a study of Baghdad c AD900; Mayan civilisation c. AD 900, Benin (West Africa) c 900-1300	
Y5 3/4 Y6 3/4 5/6	Y3 3/4 Y4 5/6	Y5 5/6	Y3 3/4 Y6 1/2	