

History Intent Statement



History, at Townhill Junior School, forms an integral part of the curriculum. We believe the study of history inspires children's curiosity, encourages them to ask critical questions and enables them to have a better understanding of the society in which they live and that of the wider world. It also helps children gain a sense of their own identity within a social, political, cultural and economic background.

We offer a coherently planned and sequenced curriculum, that is adapted for all of our learners ensuring they understand chronology, know there is a past and a present and be able to sequence events recognizing similarities and differences between different time periods. The children will understand how events in the past have shaped the way we live our lives today.

Our ambitious curriculum allows the students to work as historians in order to interpret history through critically analyzing different sources of information. The children will learn to understand how our knowledge of the past is constructed from a range of different sources and spend time looking at, and evaluating the reliability of these. The children will consider connections, cause and effect during the time periods studied and compare different accounts of the same events from different perspectives

Through a broad and balanced curriculum, children will develop a secure understanding of British, local and world history. In upper key stage 2, they will study a range of time periods such as World War II and Maya whilst in lower key stage 2 they will focus on the Stone, Bronze and Iron ages, The Roman's and Ancient civilizations. Children will consider connections, contrasts and trends over time and develop the appropriate use of historical terms. They will explore, compare and contrast key themes across the time periods studied: childhood and education, homes and religion.

Progression in History will be assessed through listening to children's responses and contributions to discussions and evaluating their written work.