



TPAT History Curriculum



Scope

The curriculum is built on the National Curriculum and delivered through an enquiry-based approach across a 2-year rolling programme. Content is sequenced using substantive knowledge (e.g. empire, settlement, migration, monarchy, trade) and disciplinary strands (cause & consequence, significance, change & continuity, similarity & difference, evidence with chronology embedded). Three vertical concepts underpin all learning: Quest for Knowledge, Power, Empire & Democracy, and Community & Family. Local Cornish history is embedded through dedicated studies.



Components- content and skills to be taught

Knowledge is mapped from EYFS to Year 6 with clear progression showing prior, new and future learning. Disciplinary knowledge is explicitly taught to enable pupils to think like historians. Vocabulary is explicitly planned and revisited through knowledge organisers. Significant individuals are deliberately selected to support enquiry questions and represent diverse perspectives.

Lesson sequencing

Each unit is broken down into individual 5-7 lessons which show how the lessons are sequenced, building on each other. Lessons have a enquiry question to be answered by the end of a session.

Lessons follow a consistent structure: timeline, retrieval, enquiry question, teaching through discussion and sources, independent task, and plenary. Learning is recorded in varied ways to support both substantive and disciplinary knowledge.

Retrieval

Retrieval is embedded in every lesson through review of prior learning from both previous lessons and units. Cumulative quizzes (e.g. Quizziz) support long-term retention and strengthen chronological understanding. Use of Showbie used in Y5/6 (at least) for both assessments and retrieval practice

Enrichment

Enrichment includes visits (e.g. Geevor Mine, Penlee House, Bodmin Jail), workshops and engagement with local Cornish heritage, ensuring relevance and cultural understanding.

CPD

Staff engage in ongoing professional development including TPAT History Forum and internal training to strengthen subject knowledge and enquiry-based teaching.

SEND Adaptations

Learning is accessible through scaffolding, visual supports, timelines and adapted recording methods. Additional support is provided for chronology, vocabulary and source interpretation. Adaptive teaching allows all children to access the learning.

Monitoring

Monitoring schedule in place for history. Monitoring of planning and/or lesson observations shows that the intended curriculum is enacted. There is evidence of children showing knowledge and understanding in books. Pupil conferencing shows that children can talk through the learning ensuring that the knowledge matches the end points / knowledge organisers

Assessment

Assessment is formative and ongoing through questioning, live marking and quizzes. End-of-unit assessments include enquiry outcomes and knowledge tests. Misconceptions are addressed regularly.

Impact

The intended history curriculum at Pensans is consistently enacted, ensuring that children develop a genuine love of the subject and can talk about the past with enthusiasm, making meaningful links across different historical eras. Through the curriculum, pupils are developing their cultural capital by gaining a broad and rich knowledge of historical events, individuals and developments over time. They are knowing more, remembering more and understanding more, in line with the clearly defined end points set by the school, and the curriculum is designed to be accessible to all learners. Children are able to interpret historical sources with increasing confidence, drawing on their knowledge and applying questioning skills and curiosity to deepen their understanding. They recognise the impact of the past on the present and future, and understand both the value and limitations of historical evidence. As a result, pupils develop strong historical knowledge, can explain and connect ideas across time periods, and think critically like historians, leaving with secure disciplinary skills.