

History					
Vision and approach for History Pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world, inspiring pupils’ curiosity to know more about the past. Children are equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Children can apply their understanding of 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. Children know about 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.		Key Concepts Continuity & Change Cause & Consequence Similarity Difference Significance Perspectives Interpreting ideas		Content and Sequencing Learning is sequenced so that knowledge is built upon each year e.g. In EYFS children talk about past and present events in their own lives and in the lives of family members; Year 2 an understanding of events beyond living memory that are significant nationally or globally e.g. the great fire of London; Year 6 the achievements of the earliest civilisations e.g. the ancient Greeks.	
Curriculum Drivers					
Experiential	Curiosity	Independence	Resilience	Rich in language	Community
History teaching and learning should provide children with exciting and engaging opportunities to learn about the past. Teaching sparks children’s curiosity about Britain’s past and that of the wider world. Children will gain an understanding of changes throughout history, and their place as part of a continuous global story.	History teaching and learning will provide children knowledge of the past to support their own understanding and view of the world. They will be engaged with the historical enquiry and show curiosity around historical figures and events.	All History units will start with an engaging and memorable hook. An experience, visitor, or trip that will inspire and transport pupils into the lives or places they are going to be studying. The children will persevere to answer historical lines of enquiry.	The key concepts will enable pupils to look at any specific period, event, or person of history as Historians; being able to use a critical eye to explore, analyse and evaluate. Children will be able to share their thoughts related to historical events.	The vocabulary and language used when speaking about the past is key to ensure children’s understanding of events or eras very different to their own. Language will be built on throughout the school; starting with general terms such as ‘old’ and ‘new’ moving towards vocabulary specific to a time or event such as ‘Neolithic’ or ‘conquest’	The children will develop an understanding of the impact of history as national community but also at a more local level. Where possible, members of the community will be invited to work with the children and share their experiences.
Links with Mathematics and English		Progressive		Inclusive	

<p>Opportunities to apply their English skills:</p> <ul style="list-style-type: none"> ➤ Write their own historical accounts ➤ Reading and showing comprehension of historical texts <p>Opportunities to apply their Mathematics skills:</p> <ul style="list-style-type: none"> ➤ Review data collection on Historical events ➤ Rounding, averages 	<ul style="list-style-type: none"> ➤ Historical enquiry will be evident in books. ➤ Evidence of the geographical process will be clear – investigating, analysing, and responding. ➤ Children can talk confidently at each stage about the historical concepts being taught. ➤ Evidence of children applying their understanding after the unit of learning or another subject. 	<ul style="list-style-type: none"> ➤ Task varied to support children to access the task. ➤ Learning is challenging. ➤ Involve the artistic, technological, and other creative skills and talents the children have in order to express their Historical knowledge and understanding. ➤ Children’s starting point are identified using assessment tools and teaching builds on prior knowledge. ➤ The outside environment and other resources are used to aid understanding.
--	---	--