

History

<p>Vision and approach for History</p> <p>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.</p>	<p>Key Concepts</p> <p>Chronology</p> <p>Characteristic Features</p> <p>Continuity & Change</p> <p>Cause & Consequence</p> <p>Similarity</p> <p>Difference</p> <p>Significance</p> <p>Perspectives</p> <p>Interpreting ideas</p>	<p>Content and Sequencing</p> <p>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.</p>
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Curriculum Drivers

Motivation	Reflection	Perseverance	Independence	Curiosity
<p>Motivation is shown through engaging lessons that spark curiosity about the past. Teachers often use storytelling, artefacts, pictures, and role-play to bring historical events and people to life, helping pupils feel more connected to what they are learning. Enquiry questions such as “How did life change during the Victorian era?” encourage children to explore and investigate like young historians. Trips to museums or the use of interactive resources also make learning more exciting, helping pupils stay interested and eager to find out more about history.</p>	<p>Reflection is shown when pupils are encouraged to think about what they have learned and how their understanding of the past has developed. Teachers often use class discussions, questioning, and simple self-assessment tasks where children review key historical ideas or events. Pupils may reflect on how their views have changed after learning new evidence or comparing different sources. This helps them consolidate their knowledge, understand cause and effect in history, and recognise how their thinking has improved over time.</p>	<p>Perseverance is shown when pupils are encouraged to keep working through challenging tasks such as interpreting historical sources, understanding timelines, or comparing different accounts of the past. Children may need to revisit information, ask questions, and try different strategies to make sense of complex events or evidence. Teachers support this by breaking learning into smaller steps and encouraging pupils not to give up when they find something difficult. Over time, this helps children build resilience and confidence in developing their historical understanding.</p>	<p>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.</p>	<p>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.</p>

Links with Mathematics and English	Progressive	Inclusive
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<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 historical 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.
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