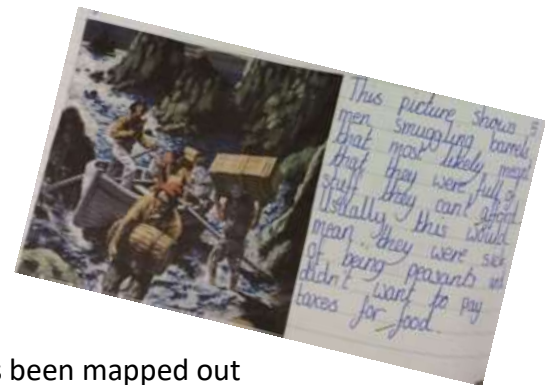
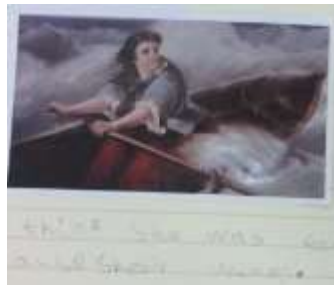




History

Children will gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching will equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our children will understand 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.



We offer a **broad** and **balanced** History curriculum that has been mapped out sequentially, enabling children to build on prior learning and make connections between concepts, skills and knowledge. For example, the children learn from Stone age through to Iron age in Year 3, before looking at the impact of the Roman Empire, Anglo Saxons and Vikings in year 4 and then on to a post 1066 thematic study in year 5 and finally pulling all relevant skills and knowledge together in a local study in year 6.

Our History curriculum is **inclusive**, ensuring we meet individual children's needs whilst also promoting an empathic culture. We study the relationships between different and diverse civilisations from across the globe through time, including migration of people which can link to present day experiences for the children. Within lessons, assessments inform teaching staff of next steps of learning.

Reading is at the heart of our curriculum as we appreciate the successes that can be gained from being a fluent and avid reader. In History, reading is developed as the children weigh up, and form an opinion on, evidence and accounts of events written from different perspectives and periods in time.

Opportunities for practising and **securing basic skills** in History are embedded and it is an expectation that these skills are applied and developed. They will make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts.

Oracy is given high priority within History as it is essential for many of our children to accelerate in this area and leave our school having the necessary skills to be articulate, express themselves and have a secure knowledge and understanding of their History and beyond. There will be opportunity for role play, debate, reasoning over evidence and justifying opinions.



History

Children will have a wealth of opportunities to develop skills, knowledge and understanding beyond the classroom. We want to provide our children with a range of experiences which excites, engages and deepens their learning, including visits to Historical sites, museums and reconstructions.

We absolutely value **Personal, Social, Health and Economics** as an isolated subject and also recognise the need to root PSHE within our full curriculum offer including History. We are relentless in our drive to ensure children make the **right choices**, be resilient and proud of their achievements. They can learn from the effects of good and bad choices, relationships and resilience on Historical figures and events through time. It is important to us that we champion all of our children so that they can flourish, be positive, safe, happy and successful citizens of society.