



History Vision & Intent



Hand in hand together we can.....

Respect, Achieve, Enjoy, Believe!

“And so encourage one another and help one another, just as you are now doing.”

1Thessalonians 5.11

Our Curriculum Intent

RESPECT	ACHIEVE	ENJOY	BELIEVE
<p>To encourage and support children at every stage.</p> <p>To support children’s development as people who care about others within our own lives, within our local community and the wider world.</p>	<p>To champion a progressive curriculum that builds on previous knowledge and skills.</p> <p>To ensure we embed greater fluency, depth and independence.</p> <p>To Identify gaps and build skills.</p> <p>To achieve well and attain good standards based on children’s own starting point.</p>	<p>Children learn best when the enjoy school and their learning.</p> <p>Wide ranging, engaging, exciting and interesting curriculum.</p>	<p>Through our shared Christian values, we can make a difference in our school, our community and the wider world.</p>
<p>VOCABULARY</p> <p>We prioritise the development of children’s vocabulary as a vital tool in learning and understanding the full curriculum.</p>		<p>READING</p> <p>We recognise that reading is the key that unlocks all other learning for children.</p>	

Our History Vision

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RESPECT	ACHIEVE	ENJOY	BELIEVE
<p>To learn together through discussion and collaboration.</p> <p>To listen to and understanding alternative ideas and perspectives when analysing and using a range of artefacts and sources.</p> <p>To listen to and respect the views of others when expressing opinions about people and events in the past.</p> <p>To understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different group</p>	<p>For all children to be immersed in and inspired by history.</p> <p>For all children to have a knowledge and understanding of the key historical skills associated with the discrete teaching of history. These are: working chronologically, interpreting sources, identifying characteristics of a period, explaining cause and consequence, enquiry-based questioning, explaining change and continuity and organisation and communication of accounts.</p> <p>To develop skills progression and an understanding of the passing of time across key stages.</p> <p>To develop a knowledge of chronology within which children can organise their understanding of the past.</p> <p>To build historical skills and encourage children to have the confidence and resilience to challenge themselves and achieve across a progressive curriculum so that children can embed greater fluency and depth.</p> <p>To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p>	<p>To develop all children’s understanding of their place in the world: to promote enjoyment, curiosity fascination and active learning.</p> <p>Where possible we will ensure that our children can learn without limits, making cross curricular links to secure application and mastery where appropriate.</p> <p>To offer children themed days, in school workshops and trips working within a historical theme to produce memorable learning experiences to further develop skills and understanding.</p> <p>For children to flourish, be their very best and have fun.</p>	<p>To allow the children to believe in and know what it means to be a historian – immersed and inspired by history.</p> <p>To help children understand their identity personally, locally, nationally and globally.</p> <p>To learn about and understand key events such as Remembrance Day and how they have influenced people in the past and today.</p>

VOCABULARY AND READING

To use History specific vocabulary alongside skills and knowledge development in all lessons.

To encourage through enquiry the use of inference and the ability to use high-order vocabulary whilst questioning curiosity and communication.

To develop and use vocabulary specific to different periods of time in the past.

To use and promote appropriate historical vocabulary during other subject lessons such as English when reading and writing fiction and non fiction texts.

To promote quality texts during English and whole class reading sessions that have a historical theme.

To gain understanding of abstract historical terms within an appropriate historical context.

Reading is the key that unlocks all other learning for pupils.

By the end of EYFS children will know and be able to...

- Talk about past and present events in their own lives.
- Talk about past and present events in the lives of family members.
- Know about similarities and differences between themselves and others.
- Participate in some traditions and events that have historical significance.
- Listen to and discuss stories with a historical theme.
- Order and sequence familiar events.
- Use and understand everyday language related to the passing of time e.g. yesterday, a long time ago.
- Know and use the vocabulary to be able to talk to others about what they have learnt and to communicate with each other.



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By the end of K.S. 1 children will know and be able to ...

- Use common words and phrases related to the passing of time.
- Identify where the people and events that they study fit within a chronological framework.
- Identify similarities and differences between ways of life in different periods.
- Ask and answer questions.
- Use parts of stories and other sources to show that they know and understand key features of events.
- Know some of the ways in which we find out about the past.
- Identify changes within living memory.
- Identify events beyond living memory that are significant nationally and globally.
- Discuss the lives of significant individuals in the past who have contributed to national and international achievements and through these compare aspects of life in different periods.
- Identify significant historical events, people and places in our locality.

By the end of KS 2 children will know and be able to ...

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

They will be taught about...

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local historical study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations.
- Ancient Greece.
- A non-European society that provides contrasts with British history .