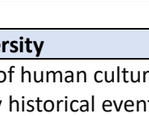
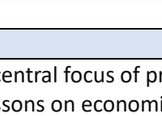
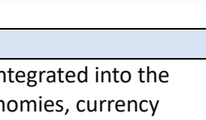
Carleton Rode CEVA Primary School
History

"History will be kind to me for I intend to write it."
Winston S Churchill

Our Vision	Our Values
'Love your neighbour as yourself' ***'Be yourself, but be your best self.'*** History at our school aims to embody our school vision. The intention is to inspire children to be the best version of themselves through inspiration, creativity and self-expression. History provides a foundation for promoting the values of empathy, tolerance, kindness, and respect for others, all of which are essential components of the principle of "loving your neighbour as you love yourself." By understanding and appreciating the experiences of others, students can cultivate a sense of empathy and compassion that guides their interactions with others and informs their actions as responsible citizens.	***Kindness*** Lessons can highlight examples of kindness, compassion, and empathy from the past, such as acts of charity, humanitarian efforts, and movements for social justice. Teachers can encourage students to reflect on the importance of kindness towards others and the impact that individuals can have on shaping historical events through their actions. ***Honesty*** History teaches students to critically examine historical sources, analyse different interpretations of events, and distinguish between fact and opinion. Teachers can promote honesty by encouraging students to question assumptions, challenge stereotypes, and seek evidence to support their conclusions. By fostering a culture of intellectual honesty and integrity, students can develop the skills and habits of mind necessary for responsible citizenship. ***Perseverance*** History is filled with examples of individuals who demonstrated perseverance in the face of adversity, such as explorers, inventors, activists, and leaders. Teachers can highlight stories of resilience, determination, and resilience from the past to inspire students to overcome obstacles and pursue their goals. By learning about the struggles and triumphs of historical figures, students can develop a sense of perseverance and resilience in their own lives

Intent	Implementation	Impact
Our intention in History is to convey a greater understanding and knowledge of British and World History through reading age appropriate texts that stimulate children's inquisitiveness and fascination. Our History curriculum is progressive throughout the whole school and covers the knowledge and skills stated in the National Curriculum. The Historical skills and knowledge acquired will inspire our pupils to think and act as historians. Through our high-quality teaching we will develop the following skills and knowledge: A secure knowledge of the people, events and contexts from a range of historical periods, including; An extensive base of historical knowledge and vocabulary; The ability to ask and answer valid historical questions; Draw conclusion and explain their findings; Use a range of resources to gather information and to follow lines of enquiry.	History is taught every other half term. Lessons will focus on reading and research and the application of skills and knowledge. Pupils are taught knowledge through high quality texts, trips and visits, whilst developing their key skills such as: chronological awareness, understanding historical context, and organising, evaluating and communicating information. In Key Stage 1 Pupils are taught: Enquiry: To compare their life to significant people from the past and to find similarities and difference between the events of the past. Investigating and interpreting the past in relation to photographs, artefacts and simple text to make comparisons Chronology: To place events in chorological order on a timeline, including artefacts, words and phrase and dates Making connections: To link changes in living memory to changes in national life. Communicate historically: To use simple historical words and phrases to answer questions In Key Stage 2 Pupils are taught: Enquiry: To explain the significance of events and clarify similarities and differences between cultural, social and religious aspects of a period. Investigating and Interpreting the past: Explore different interpretations of the past through the impact of contrasting sources from the same time Chronology: To demonstrate a deep understanding of the chronology of a series of events on a timeline and explain the impact of one event upon another. To use dates and terms accurately in describing events Making connections: To discern between past periods of time and societies analysing trends. Communicate historically: To use historical vocabulary to ask and answer valid questions and to pursue lines of enquires	Our History Curriculum is age appropriate, and is planned to demonstrate progression across the main skills: Enquiry, Chronology, investigation and interpreting, making connections and communication. These main areas are broken down into age related expectations. Pupils are assessed after each unit. In addition, through reading age appropriate selected texts, our children are exposed to the historical knowledge that they will need to become enthusiastic historians. We assess the pupils knowledge through: Low stake quizzes Pupil discussion Evidence in pupil books Assessment against planned learning outcomes.

Progress	Content & Sequencing	Enrichment
Learning is sequenced so prior knowledge and concepts are built upon; working with our structure of mixed aged classes. Quizzes are used to baseline and show progression at the end of a unit. Double Page Spreads are used to show progress and understanding. Knowledge Organisers to reinforce learning. Learning outcomes in books and floor book. 	EYFS: Within the context of Understanding the World ELG, Historical vocabulary will be introduced, enabling pupils to talk about themselves and others, past and present events in their own lives and in the lives of family members. Begin to compare the past to present day. Key Stage 1: Historical skills will focus on the world around them and their living memory of history. The lives of significant individuals who have contributed to national and international achievements. People and places in their own locality. Key Stage 2: Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Focusing on developments in technology and travel across early civilisations. Local and globally significant individual's achievements and their impact. 	History is enriched through hands-on activities, field trips, guest speakers, and multimedia resources that bring historical concepts and events to life. Teachers organise museum visits, reenactments, archaeological digs, and virtual tours to provide students with immersive learning experiences. By engaging with primary sources, artifacts, and historical sites, students can develop a deeper understanding and appreciation of the past. 

Spiritual Development	Cross-curricular links	Monitoring the Impact
History can introduce students to the spiritual beliefs and practices of different civilizations and cultures throughout history. Teachers can incorporate stories, myths, and religious texts from ancient civilizations, such as Mesopotamia, Egypt, Greece, and Rome, to explore the spiritual dimensions of human existence. Through discussions, role-playing, and creative projects, students can gain an understanding of how spirituality has shaped the beliefs, values, and behaviours of people in the past. 	Teachers incorporate historical fiction, maps, artwork, and scientific discoveries into history lessons to help students make connections across different disciplines. By exploring historical events from multiple perspectives and contexts, students can develop critical thinking skills and a broader understanding of the world. 	The teaching and learning of History is monitored by the History lead. Monitoring tasks include pupil book study, termly learning walks, data analysis and pupil voice. Teaching staff also feedback on successes and areas needed further focus. The subject lead will then create an annual report which is shared with governors. 

Global Diversity	Financial Understanding
History provides opportunities to explore the rich diversity of human cultures and societies across different time periods and regions. Teachers can introduce students to key historical events, figures, and civilizations from around the world, highlighting the contributions of diverse peoples to human history. Through the study of ancient civilizations, colonialism, migration, and globalization, students can develop an appreciation for cultural differences and similarities, fostering empathy and global awareness. 	While not typically a central focus of primary school history, financial understanding can be integrated into the curriculum through lessons on economic history and trade. Students learn about ancient economies, currency systems, and the development of markets and commerce. By studying historical examples of trade routes, economic exchanges, and financial innovations, students can gain insights into the economic forces that have shaped human societies over time. 