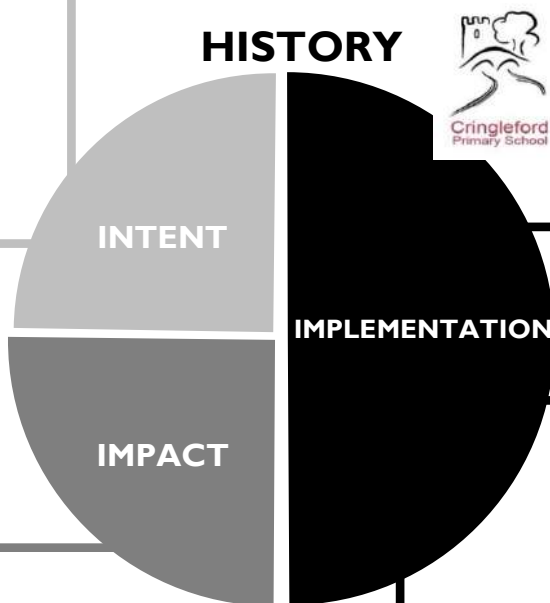


Our Curriculum:

- is rich and varied.
- is designed to inspire a curiosity and fascination about the past.
- allows children to develop their knowledge and understanding about Britain's history and that of the wider world.
- gives opportunities to learn about a range of historical figures to help children understand our diverse society.
- allows children to develop a sense of their cultural heritage.
- teaches children a sense of chronology and progressive historical skills.
- equips children to ask perceptive questions, think critically and make decisions as historians.

- Children are asked to recall what has been learned before to help new knowledge "stick" to their previous learning.
- All teachers are aware of prior and future learning through our Key Concepts
- Activities are planned to ensure regular retrieval practice to help children remember more.
- Regular formative assessment and end of unit summative assessments are used to support children's progress, ensure that children are ready for the next stage of their learning.
- The History lead measures impact monitors children's work and assessments, discussion with class teachers and by talking to children about their learning.
 - Children leave our school with an understanding of: the complexities of people's lives
 - the process of change
 - the diversities of societies
 - the links between different groups and periods
 - their own identity and the challenges of their time

Spiritual Development - we promote spiritual development by examining how various cultures and time periods have been shaped by significant historical events. This exploration allows children to consider the profound impacts these events have had on spiritual beliefs and practices. By reflecting on these changes, children gain a deeper understanding of the interconnectedness of history and spirituality across different societies.



Inclusive for all

We provide opportunities for children to learn in different ways.

- Group work and collaboration
- Independent work
- Asking questions and developing curiosity
- Open ended research to find answers
- Creative activities
- Use of technology

What Makes a Cringleford Historian?

- Three key concepts:
Civilisation, Migration and Women.
- 
- Concepts are revisited throughout the school through units of learning based on a progression of historical skills and knowledge.
 - New learning is built on previous knowledge to enable children to successfully remember more and build their understanding of the past.
 - Disciplinary concepts of **chronology, significance, change and continuity, cause and consequence** and **interpretation** are threaded throughout.
 - From EYFS to Year 6, children:
 - examine historical artefacts;
 - interpret a variety of sources
 - ask perceptive questions in order to make informed deductions about the past.
 - Where possible, children visit sites of historical significance.
 - Visitors to come into school to talk about their experiences of events in the past.
 - Learning is reinforced through drama, reading and writing.

Accessible for all

Strategies we use to support SEND and EAL children

- Adapt materials and resources, ensuring they are accessible using dual coding.
- Providing key vocabulary lists
- Provide opportunities for working alongside others to enable modelling and collaboration.
- Promote relevance and practical meaning, using drama, handling artefacts and going on visits.

HISTORY AT CRINGLEFORD CE VA PRIMARY SCHOOL

	Autumn	Spring	Summer
EYFS	How have I changed from a baby?	What does an explorer do?	What was so amazing about Grace Darling?
Year 1	Why do people wear poppies in November? What important discovery did Mary Anning make?	Who are important people to you?	Why was Henry Blogg a hero?
Year 2	What incredible inventions do we still use today?	What was the Great Fire of London?	How have hospitals changed?
Year 3	How did life change from the Stone Age to the Iron Age? When did the Romans invade and why?		
Year 4	When and why did the Anglo-Saxons invade? Raiders or settlers? How should the Vikings be remembered?		What do we owe the ancient Egyptians?
Year 5	What was the Space Race – When and why did it happen?	Was Robert Kett a hero or a villain? How and why have punishments changed time?	
Year 6	What was life like in Britain during WWII?		What were the achievements and legacy of the ancient Greeks? Manmade or natural disaster – which best explains the disappearance of the Mayan in