



School Vision

Our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning. History education should build a deepening knowledge of the past, respect for its people and an appreciation of how historians make sense of the past. Our curriculum builds a sense of fascination with the world beyond our walls; locally, nationally and across the world. All pupils develop the understanding that history is a meaningful and important intellectual pursuit. Our School Vision has been integral in developing our history curriculum; the threads of care and compassion, courage, curiosity, communication and community are implicit throughout.

INTENT

At Winslow Church of England School, it is our intention to implement an inclusive, enriching long-term strategy for history. We are committed to ensuring our curriculum meets and exceeds the requirements of the National Curriculum, providing engaging opportunities for pupils to develop their knowledge of our ever-developing world. It is our shared aim to develop knowledge-rich, skilful historians, enabling pupils of all backgrounds and abilities to piece together the puzzle of the past with understanding, and relate the outcomes and consequences of these to life in the modern world. We recognise the opportunities that a child's innate curiosity brings, and we delight in providing our inquisitive pupils with opportunities to explore historical periods, themes and concepts. We are committed to ensuring that our provision meets needs of our children and teachers establish a culture of high expectation and challenge, enabling all pupils to achieve their potential. We instil highly motivated, confident learning behaviours, intended to develop active learners who ask perceptive questions; children are taught strategies required to become rigorous investigators, skilful problem solvers and powerful learners. We view history as an opportunity to change children's lives through the teaching of periods of adversity and the life and achievements of a broad range of significant individuals. Consistently embodying our school values, pupils are taught to work collaboratively as well as independently, demonstrating kindness and respect towards peers as they take steps along their personal learning journeys.

Our aims:

- To ensure that our history curriculum reflects our high expectations for all pupils: we aim for the teaching and learning of history to be aspirational, accessible and adapted to suit the needs of all pupils.
- To prioritise the teaching and learning of historical terminology and subject specific vocabulary through:
 - Conversation to develop a rich vocabulary;
 - Visual images to support the acquisition of new language/concepts;
 - Multiple meaningful opportunities for exposure to historical vocabulary, e.g. sharing high-quality fiction and non-fiction texts, discussion regarding artefacts/sources, etc.
- To support all pupils to feel part of the school and wider community.
- To ensure that we provide equal opportunities for all pupils to make good progress in history while developing a lifelong love of learning.
- To provide feedback to pupils in a manner which develops positive perceptions of themselves as learners.
- To provide background information, pre-teaching and over-teaching opportunities to set pupils up for success.
- To use high quality teaching and resources to support the delivery of our rigorous, aspirational history curriculum.

Inclusion

For many pupils with SEND, history is of great interest and importance. While they may find elements of the core subjects challenging, history lessons offer positive learning experiences whereby they are able to immerse themselves in different time periods and countries. SEND pupils are taught the full curriculum and adjustments made for pupils are well considered and support pupil progress. Opportunities are provided for children to celebrate diversity within British and global history. The curriculum is designed to be inclusive of pupils across the whole school cohort. Explicit focus is not only given to the statutory requirements, but the needs of all pupils and the heritage of the pupils within the school and, more broadly, in the region and nation.

IMPLEMENTATION

Substantive and Disciplinary Knowledge

Substantive Knowledge

Pupils at Winslow progress in history by knowing and remembering more. Pupils develop their substantive knowledge of the past, and their knowledge of history as a discipline.

In history, **substantive knowledge** refers specifically to knowledge of the past: people, events, ideas, and so on. This includes:

- i) **Topic knowledge**: For pupils to engage meaningfully with the past, they need a rich knowledge of the period/place/society they are studying.
- ii) **Chronological knowledge**: Pupils need a secure overview of major developments and periods to contextualise new knowledge. In KS2, they should be learning secure narrative across and within periods.
- iii) **Knowledge of substantive concepts**: These are concepts such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Unlike history 'skills', important substantive concepts in History are readily transferable to new contexts and greatly aid pupils in developing new historical knowledge. Children will develop secure knowledge of how historians use sources of evidence to construct knowledge about the past.

Important substantive concepts are identified, and pupils are able to build their knowledge of these over time with confidence. These are concepts such as 'king', 'empire', 'civilisation', 'parliament' and 'peasantry'. E.g. the study of the Ancient Greeks, the Roman Empire and the Egyptians results in secure usage of substantive terms such as 'empire', 'alliance', 'tradition', 'trade', 'tax', 'warfare', 'culture'. These are emphasised within the curriculum because of their importance for future learning. Pupils build the range, security and sophistication of their schemata for these concepts over time. E.g. pupils begin to build their knowledge of terms like 'king' through stories in Reception.

When they encounter these concepts in new contexts, pupils are supported to develop their knowledge. Teachers will have discretely taught useful historical knowledge to ensure quicker and more detailed grasp of subsequent events, which will be evident in the children's secure chronological grasp of events taught, and increasing grasp of substantive concepts. The impact should be evident in pupils' work and possibly the prior knowledge they draw upon in lessons.

Knowledge of history as a discipline

Disciplinary knowledge refers to knowledge of history as a discipline: how do historians construct knowledge about

the past? At KS2 pupils need to know how historians analyse the past using concepts such as **causation, change and continuity, similarity and difference, and historical significance**.

Pupils need to gain knowledge of the discipline of history; how historians produce knowledge. Historians often analyse the past using the second-order concepts. The National Curriculum requires pupils to regularly address historical valid questions focusing on the second-order concepts below.

Change and continuity: Analysis of changes in the past; particularly the pace, type or extent of change. E.g. 'How much Britain change after the Romans left?'

Cause and consequence: Analysis of why events happened, or states of affairs existed. E.g. 'Why did the Roman empire collapse?'

Similarity and difference: Analysing how homogenous or diverse past societies, regions or groups were in terms of identity or experience. E.g. 'Was everyone affected by the Viking invasions in the same way?'

Historical significance: This is not about importance or impact (these relate to 'change'), but rather exploring the reasons why some events or people are deemed significant by historians or others.

Sources, evidence and historical interpretations: Children will, where possible, examine artefacts, art work, historical texts to support their learning, and learn of the importance of such items in teaching us about the history of our diverse world.

Curriculum

The National Curriculum for history (2014) aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, **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.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically-grounded **understanding of abstract terms (vocabulary)** such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand **historical concepts** such as **continuity and change, cause and consequence, similarity, difference and significance**, and use them to make connections, draw contrasts, analyse trends, frame historically-valid **questions** and create their own structured accounts, including written narratives and analyses.
- Understand the methods of **historical enquiry**, including how **evidence** is used rigorously to make historical claims, and discern how and why contrasting arguments and **interpretations** of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Planning for progression and working towards the aims of the history curriculum

The overall goal of history education at Winslow CE Primary School is to provide young people with the opportunity to gain an increasingly mature and informed historical perspective on their world as they progress throughout the school.

In the Early Years Foundation Stage, history is taught as an integral part of the provision through child initiated and adult led activities. The children are given the opportunity to gain a wider experience of the world around them. The children will begin to develop an understanding of chronology, in discussing their own routines and past events. This may include the telling of stories from the past and a chance to talk about the characters within them.

In Key stage 1, the historical content chosen provides the foundations for Key stage 2. Topics are not taught in chronological order; an understanding of chronology is learnt through the use of personal and classroom time lines. As more content is studied children will begin to have an understanding of how particular historical periods were different from one another and from today.

In Key stage 2, threads of development in some of the following areas are built up: law and order; invade and conquer; traditions and beliefs; agriculture and industry; settlements and homes; education and

childhood. For each topic, there will be a focus on at least one significant individual or event taught within other subjects across the curriculum, building the children’s general knowledge. For example, the life and discoveries of Mary Anning are taught within the LKS2 science curriculum. This means eras can be added to class time lines, and connections made with previously taught topics. Throughout the school, children are helped to learn and remember key names and dates.

Long-Term Overview

Pupils at Winslow school are taught about: *Beyond the National Curriculum

Year	Autumn	Spring	Summer			
EYFS- Rainbows Preschool	<p>Talk about themselves and their immediate family. Talk about some of the ways they have changed in their life so far. Shows interest in the lives of people who are familiar to them. Recognises and describes special times or events with families and friends- can talk about events from experience. Makes sense of their own family history- parents and grandparents.</p>					
EYFS Reception	<p>Unique You & Me</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. (UTW) Name and describe people who are familiar to them. (UTW) Ask how and why questions to find out more. (C and L) Learn new vocabulary. (C and L) 	<p>A Dazzle and a Sparkle</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. (UTW) Recognise that people have different beliefs and celebrate special times in different ways. (UTW) Talk about the lives of members of their immediate community. (UTW) Recognise some similarities and differences between the past and now. (UTW) Ask how and why questions to find out more. (C and L) Learn new vocabulary. (C and L) 	<p>Once Upon a Time</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. (UTW) Understand the effect of changing seasons on the natural world around them. (UTW) Ask how and why questions to find out more. (C and L) Learn new vocabulary. (C and L) 	<p>How does your Garden Grow?</p> <ul style="list-style-type: none"> Understand that some places are special to members of their community. (UTW) Understand the effect of changing seasons on the natural world around them. (UTW) Ask how and why questions to find out more. (C and L) Learn new vocabulary. (C and L) 	<p>Are we Nearly There Yet?</p> <ul style="list-style-type: none"> Recognise some similarities and differences between past and now. (UTW) Compare and contrast characters from stories, including figures from the past. (UTW) Ask how and why questions to find out more. (C and L) Learn new vocabulary. (C and L) 	<p>We're Not Scared!</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. (UTW) Ask how and why questions to find out more. (C and L) Learn new vocabulary. (C and L)
1	<p>Local History: Winslow High-street and Train line</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> Events beyond living memory. Significant historical events, people and places in their own locality. Events within living memory. 	<p>Explorers</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> Events beyond living memory. Lives of significant individuals. 	<p>Toys through time</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> Events beyond living memory. Events within living memory. 			
2	<p>The Great Fire of London</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> Events beyond living memory. The lives of significant individuals. Significant historical events, people and places in their own locality. 	<p>The History of our Emergency Services</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> Events beyond living memory. The lives of significant individuals. Events within living memory. 	<p>The Monarchy</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> Events beyond living memory. Changes within living memory. Lives of significant individuals. Change in national life 			
3	<p>The Stone Age, the Bronze Age and the Iron Age.</p> <p>National Curriculum:</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture. 	<p>Ancient Greece</p> <p>National Curriculum:</p> <p>A study of Ancient Greece, Greek life, their achievements and influence on the Western World.</p>	<p>Local History: Winslow School and its Community</p> <p>National Curriculum:</p> <p>A local history study; a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>			
4	<p>Ancient Egypt: Civilisations and Religion</p> <p>National Curriculum:</p> <p>The achievements of early civilisations: depth study.</p>	<p>The Roman Empire</p> <p>National Curriculum:</p> <p>The Roman Empire and its Impact on Britain:</p> <ul style="list-style-type: none"> The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example, Boudicca. 	<p>Anglo-Saxons, Scots and Vikings (A)</p> <p>National Curriculum:</p> <p>Britain's Settlements by the Anglo-Saxons and Scots:</p> <ul style="list-style-type: none"> Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Viking raids and invasion. 			
5	<p>Anglo-Saxons, Scots and Vikings (B)</p> <p>National Curriculum:</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> Christian conversion – Canterbury, Iona and Lindisfarne. Further Viking invasions and Danegeld. 	<p>Victorians and Education</p> <p>National Curriculum:</p> <p>A theme in British history that extends pupil's chronological knowledge beyond 1066.</p>	<p>World War I</p> <p>National Curriculum:</p> <p>A theme in British history that extends pupil's chronological knowledge beyond 1066.</p>			
6	<p>The Blitz and World War II</p> <p>National Curriculum:</p> <p>A theme in British history that extends pupil's chronological knowledge beyond 1066.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Stormy Seas: The History of Migration to Britain</p> <p>National Curriculum:</p> <p>A theme in British history that extends pupil's chronological knowledge beyond 1066.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>The Mayans</p> <p>National curriculum:</p> <p>A non-European society study that provides contrasts with British history.</p>			

Each historical unit includes:

- An outline of the historical period, including the main developments;
- An opportunity to consider some issues in more depth;
- Activities focused on key concepts such as change, similarity and difference, causation and significance;
- Opportunities for independent pupil questioning and/or exploration of a concept;
- Opportunities to examine a range of sources of evidence relevant to the theme.

Expectations

A history unit/lesson will:

- Begin with a captivating activity/practical, immersive experience day.
- Explicitly teach the identified substantive knowledge or disciplinary skill(s).
- Check knowledge of subject-specific vocabulary using 'Never Heard the Word' grids.
- Interrogate the learning objective – discuss unknown vocabulary and identify whether the lesson is knowledge or skills based.
- Provide multiple meaningful opportunities to use subject-specific vocabulary (tier 3 words): modelling, talk partners, questioning, discuss artefacts, share high-quality texts.
- Include a wide range of active learning opportunities, promoting child-led learning where appropriate.
- Be adapted to enable all children to make progress, including SEND and GD pupils,
- Provide opportunities for teaching to go beyond superficial coverage to ensure pupils build deeper knowledge about the past. E.g. theme days, experience days within associated writing units, trips, exploration of resources and visitors. This is of particular importance at our school due to our high percentages of SEND and Pupil Premium families.
- Include activities that allow the children to work collaboratively and individually.
- Provide pupils with opportunities to use their literacy skills outside of English lessons: the core skills of reading and writing should be included in every lesson.
- Provide opportunities to use maths, science and geography skills.
- Provide a success criteria to ensure children know how to achieve the objective.
- Include an artefacts, model texts or experiences to engage pupils and inspire discussion and critical thinking.
- Provide opportunities for children to ask and answer questions: talk partners or small groups, with opportunities to share with the whole class.
- Teach pupils of the potential offered when mistakes are made or challenges are faced; pupils are encouraged to take risks.
- Include mini-plenaries to shape and refine skills, and address misconceptions.
- Maximise opportunities to welcome visitors into school to increase pupil engagement and offer a range of historical perspectives.
- Refrain from over-reliance on worksheets.
- Use photographic evidence to capture practical learning opportunities.

Classroom:

- Identify where the history lesson/unit fits on the classroom timeline. What came before this period in time? What came afterwards?
- Develop a chronology of lessons on history working wall (lessons 1 – 6), reflecting pupil's work.
- Display key vocabulary.
- Select and display texts linked to the theme being taught; make time to read/sign-post the children to these.

Assessment in History

Teachers use formative and summative assessment to monitor children's progress and achievement in History throughout a unit, a term, and the academic year. Assessment in History helps guide future teaching, provides teachers with a clear understanding of end points, informs pupils about their own progress, supports transition between year groups, and keeps parents informed about their child's development and attainment.

Formative Assessment

At Winslow CE School, we use a range of formative assessment opportunities in our History lessons to effectively track progress and address any misconceptions or gaps in learning. Teachers use marking, verbal feedback, and questioning to make formative assessment judgments against clear learning objectives for each lesson. Children understand what they are learning, allowing them to take an active role in their own progress. Prior knowledge is listed on planning to ensure children have retained knowledge

from previous years, if not this is recapped. Children have the chance to complete retrieval tasks to revisit their knowledge. Classroom discussion plays a key role in formative assessment through teacher-led questioning, following our school policy of 'hands up must be a question.' This ensures that every learner is engaged in History lessons and enables teachers to make effective assessments to inform planning and teaching. For certain lessons, exit tickets are used as a form of formative assessment. During planning, teachers also refer to the end-point document, as outlined in 'Summative Assessment,' to ensure they understand exactly what children need to have learned to meet the expected standard in History for their year group.

Summative Assessment

Teachers make these summative judgements using an end-point document created for every year group, where clear questions are used to allow teachers to see if a child has met the required elements of the curriculum. This document ensures to cover both the substantive and disciplinary knowledge elements. Teachers use their judgements from day to day formative assessment and mark children's initials are then written into this document to mark where they are currently working. At the end of a school year, these assessment documents are passed onto the next teacher. Teachers will use this to form an overall judgement for the end of the year and submit the data onto Sonar. Children will be levelled as BLW (not accessing or achieving year group curriculum objectives), WTS (accessing and achieving some of the year group curriculum objectives but less than the majority) and EXP (accessing and achieving all (or the majority) of the year group curriculum objectives). Assessment lessons, related to the unit enquiry question, are included at the end of each unit where children produce an age appropriate written outcome such as an information page or reflection to demonstrate their understanding of the core knowledge and skills. These lessons help teachers to support their assessment against the end-point document

SEND and Inclusion – continued.

As well as within core subjects, there are of course elements of the history curriculum which pupils may find challenging. For some pupils, learning may happen over time and indirectly. Staff at Winslow school work diligently to identify potential barriers for children within their classes, and scaffold teaching and learning to ensure that the most important content and concepts are made accessible for all pupils. Lesson plans ensure quality of access to all children. Activities are designed to reinforce the pupil's understanding of content covered previously. In this way, all children will be enabled to achieve their full potential.

Winslow CE School is committed to promoting Disability Equality and equality of opportunity for pupils with learning difficulties. When planning and teaching History, staff will make reasonable adjustments to promote equality of opportunity for disabled and non-disabled pupils. This could include:

- Allocating adult support;
- Providing additional support materials (e.g. visual aids such as photographs, objects, Makaton symbols, concept boards);
- Providing alternative resources e.g. technology which is easy to manipulate, use of alternative materials including 3D models for pupils with sight or hearing difficulties;
- Modifying tasks (E.g. working on the same objectives but with an alternative choice of media, recording work in different ways such as with a digital camera or verbally.);
- Teaching new vocabulary in an explicit way;
- Identifying risk points in the lesson, visit or field trip and providing appropriate preparation and support

IMPACT

By the end of their time at Winslow Church of England School, all pupils will:

- Demonstrate high levels of motivation as they see purpose and value in what they learn and why
- Develop an appreciation and understanding for the way that the past has an impact on subsequent times and leaves a legacy that affects the way we live today.
- Use appropriate subject specific vocabulary and understand that events have causes and consequences.

- Select appropriate historical information to answer a historical question. As they progress, they will become more skilful in selecting this information, which itself becomes more complex and demanding so that they can reconstruct or explain historical situations with clarity and confidence.
- Summarise or pick up the salient points about a historical topic, event or person. They should improve their ability to focus on what is really important and to explain why they have selected particular aspects rather than others.
- Explore threads of enquiry with developing maturity. All history involves filling in gaps by speculating what might have been the situation. For example, imagining what people at the time may have thought or felt, filling in gaps in evidence, and making inferences and deductions.
- Encounter fewer misconceptions as they develop their historical awareness. Typical pupil misconceptions will have been addressed.
- Move away from considering a historical situation in isolation. As they progress, they should be able to make links across topics and to other history they have covered. They should be better able to explain those links, such as similarities and differences. As they progress into the upper primary years, they may be able to refer to how unusual or typical something might have been.
- Understand people in the past – why they did things, how they might have felt and thought, what motivated them. The pupils' emotional intelligence should be enhanced as they progress in history. This is an important element as history is primarily about people.
- The facts they have learnt will contribute to their cultural capital, helping them in their journey through secondary school and beyond.

National Curriculum Outcomes

The following expectations are based on the National Curriculum outcomes, for 7 year olds being the expectation for the majority of children at the end of key stage 1 and age related expectations being the expectation for the majority of children at the end of key stage 2.

By the end of year 2, most children will attain the national curriculum outcomes for 7 year olds and will be able to:

- Show an awareness of the past;
- Use common words and phrases relating to the passing of time;
- Where the people and events they study fit within a chronological framework;
- Identify similarities and differences between ways of life in different periods;
- Use a wide vocabulary of everyday historical terms;
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events;
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

By the end of year 6, most children will attain the age related expectations for 11 year olds and will be able to:

- Demonstrate a chronologically secure knowledge and understanding of British, local and world history;
- Establishing clear narratives within and across the periods they study;
- Note connections, contrasts and trends over time;
- Develop the appropriate use of historical terms;
- Address and sometimes 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

Wider impact of History

Language and communication

Children develop language skills by:

- Exploring ideas about the focus for their work using specific and historical vocabulary;
- Asking and answering questions about source materials and how these help them to develop their ideas, including recording ideas and annotating materials in the history books;
- Finding out about historical periods, characters and events by extracting information from sources such as reference books, e-mails and the internet;
- Discussing and comparing their own and others' ideas and researches and explaining their own views.

Values and attitudes

Children have opportunities in history to:

- Consider their own attitudes and values in relation to events and source materials and learn to challenge assumptions, stereotypes and prejudice in written, visual and other forms;
- Develop respect for their own and others' ideas and learn how to offer and receive constructive feedback and praise;
- Work with others, listening to and respecting each other's ideas and learning to value different strengths and interests within the group;
- Develop a respect for the materials and resources that they use in their work and learn to evaluate critically their own and others' use of these;
- Value the historical 'landscape', including the distinctiveness of their locality, and learn to evaluate critically the role and impact of history within it.

SMSC

Spiritual Development in History involves the how and why events in the past happened and their many causes, helping pupils to a realisation that events did not have to happen that way, they could have taken other directions.

- Realising the incredible significance that individuals have had in the past;
- The distortions that can take place through time and the interpretations that can be made about one single event;
- Similarities between people now and in the past;
- Sources and artefacts which bring us closer to people through touching what they felt, feeling their shoes, clothes etc.;
- Experiencing a sense of wonder by contact with the past (visits, artefacts).

Moral Development in History involves pupils being encouraged to comment on moral questions and dilemmas. History is:

- a story of right and wrong and pupils develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation;
- learning to see things from other perspectives e.g. life as a child during WW2;
- looking at what we mean by truth in history – studying primary sources-examining census data & Ordnance Survey maps in KS2, comparing information from a number of sources, studying first hand reports.

Social development in History encourages pupils to think about what past societies have contributed to our culture today. Pupils own social development is encouraged through:

- working together and problem solving,
- role play to help to express themselves clearly and to communicate better,
- learning about social issues in past societies,
- learning how past societies were organised and functioned,
- discussing and evaluating the qualities, skills and attitudes, of famous people from the past.

Cultural development in History involves pupils developing a better understanding of our multicultural society through studying:

- Links between local, British, European and world history.
- How cultures change.
- The wide range of cultural influences that have shaped their own heritage and those of others.
- The range of different cultures within school and further afield.
- The concept of time-past, present, future and our part in it-use of timelines, family trees, identifying hopes for the future, setting personal goals