



Our history provision aims to inspire curiosity and give pupils a meaningful understanding of Britain's past and the wider world while equipping them to think critically about the past and its effect on the present.

BIG IDEAS

- To know and understand the history of Britain as a chronology as well as understanding how it has been influential to the wider world as well as being influenced by it.
- To study in depth other civilisations: Egyptians, Ancient Greeks, The Maya, Romans.
- To use evidence to make historical enquiry – asking and answering historical questions; looking at both the cause and effect of historical events.

CONTENT AND SEQUENCING

- Lessons are carefully planned and sequenced across all phases of learning.
- Coverage is planned and delivered through our foundation curriculum where themes are used to teach historical skills and knowledge where appropriate. Links are made across subjects where opportunities exist.

YR	All about me / Let's celebrate Books, books, books Let's explore	
Y1/2	History of Toys Great Fire of London	Castles History of the seaside Grace Darling
Y3/4	The Romans Glorious Gloucester	Ancient Greeks Maya Civilisation Stone Age – Iron Age
Y5/6	Crime and Punishment The Victorians	Vikings First World War World War II

PROGRESS

The school overview planning document clearly defines end points and key knowledge and skills needed or each history unit.

Small steps planning is carefully sequenced and based on the school overview.

Knowledge organisers are used to support pupils in lessons.

Trips, visitors, artefacts and carefully selected literature are used to enhance and support learning.

RETRIEVAL PRACTICE

Review sessions at the start of lessons are used to revisit and recap key knowledge to ensure they are retained in long term memory, e.g. low-stakes quizzing, discussion activities.

Historical skills are revisited and built upon each year: chronological understanding, range and depth of historical knowledge, interpretations of history and historical enquiry.

LINKS WITH MATHS AND ENGLISH

History skills are used within English lessons regularly.

Chronology of time periods is discussed. Dates are looked at and placed on a timeline. Children understand that Ancient Greeks came before Vikings for example. Systems of counting and calendars in Ancient cultures are studied.

PERSONAL DEVELOPMENT

The history curriculum supports children in acquiring the knowledge and understanding the skills they need to be an historian. Investigation and research through history learning allows children develop their knowledge of the world and other cultures and civilisations.

Our History curriculum develops and promotes:

- Equality of opportunity where children can learn about different cultures, traditions and societies.
- Children's cultural capital by providing a broad range of experiences, knowledge and skills to equip them with the tools they need to succeed in an increasingly diverse and complex world.
- A local historical perspective through a range of trips and visitors focussed on the history of Gloucester and the region beyond.

SUPPORT

- AFL used by teachers to assess which children need support in lessons.
- Teachers and peer support used in lessons where necessary in order to achieve learning objectives.

Summative assessments carried out at the end of each history unit to assess pupils on their historical skills: chronological understanding, range and depth of historical knowledge, interpretations of history and historical enquiry.