

Our Lady's Bishop Eton Primary School



HISTORY HANDBOOK

INTENT: HISTORY CURRICULUM

All of our children will have consistent access to a well-planned sequential History curriculum which will allow them to explore, question 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
- 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
- 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
- The methods of historical enquiry, including how to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- How evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

So that they develop:

GOOD DECISION MAKING AND JUDGMENT. History shows us models of good and responsible citizenship. History also teaches us how to learn from the mistakes of others. History helps us understand change and societal development.

CONSEQUENCE: By understanding our past, and where we came from, we hope to better understand where we are now and even decide what might happen in the future. The way things are now is a consequence of the things that happened in the past. The way things will be tomorrow will be a consequence of the way things are now. As the Spanish philosopher George Santayana said: "Those who do not remember the past are condemned to repeat it."

CHANGE: History helps us understand the complexity of people's lives and how society can change and develop. If we don't teach our children to connect with history, then the consequences for our society could be disastrous. The more we know about the past the better prepared we are for the future because by remembering the past, we realise that we are responsible for building a legacy for the generations that follow us.

IDENTITY: As Michael Crichton asserts, "If you don't know [your family's] history, then you don't know anything. You are a leaf that doesn't know it is part of a tree". The study of our history is a way to put the pieces of the past together and show how we came to be where, and who, we are today.

THE HUMAN STORY: History is the richest of all stories, the saddest of all stories and the most shocking of all stories. It's the story of all people, in all places, at all times. It's the story of real people with real personalities. They fought battles, they won or lost the love of their families and their people, they made mistakes and they were vulnerable. Our children can learn a lot by looking closer at the past.

IMPLEMENTATION: CITIZEN OF THE WORLD CURRICULUM

History is part of our school's Citizen of the World Curriculum along with Computing, Design & Technology, Geography, History, ICT, Modern Foreign Languages and Music. All of these subjects are maintained as valued and high profile aspects of our curriculum provision and we recognise their contribution to our children's Spiritual, Moral, Social and Cultural development and to their development as accountable, compassionate, resilient, responsible, resourceful, respectful and passionate stewards of our world, who can:

- Relate to people's place within the wider world, their relationships with others, their histories, their presents and their futures
- Connect the local to the global
- Advocate inter-connected, sustainable and thoughtful living
- Know the value of the arts and culture to society

IMPLEMENTATION: PLANNING

Our long term planning ensures coverage of the National History Curriculum. In order to widen and deepen pupils' essential knowledge, skills, understanding and behaviours, our children continuously return to key concepts and skills in order to gain a deeper and more insightful understanding.

In Reception we work within the EYFS 0-5 Curriculum which has its own distinct identity. It sets developmental stages leading to the Early Learning Goals with high expectations within a play based curriculum. The Reception Curriculum is planned around providing every child with opportunities to learn and develop through planned, purposeful play, exploration and problem solving in order to develop characteristics of effective learning and the skills required for learning as they continue to explore the Citizens of the World Curriculum.

All areas are delivered through a balance of adult-led and child-initiated activities. Knowledge, skills and key vocabulary are taught through a mixture of cross-curricular Literacy topics and enhanced continuous provision. A great emphasis is put on experiential learning and learning through discovery, led by the child him/herself where possible.

LONG TERM CURRICULUM MAP HISTORY

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y1		My Family Old & New Our History		Toys Old & New		Holidays Old & New
Y2		Famous Events & People The Great Fire of London		Famous Events & People Florence Nightingale & Mary Seacole		Famous Events & People The Beatles
						Monarchy v Democracy (Inclusion & Diversity)
Y3		Stone Age		The Sumerians		Tudor Britain
Y4		Romans		The Egyptians		Civil War in Britain
Y5		Anglo Saxons		Ancient Greece		Victorian Britain
Y6		Vikings		The Mayans		Britain at war

IMPLEMENTATION: KNOWLEDGE & SKILLS PROGRESSION

We have a clear understanding of the progression we aspire for all of our children to make in all areas of History. We plan to ensure there are opportunities for children to revisit key skills in different contexts in order to develop mastery in these areas.

EYFS: UNDERSTANDING THE WORLD: PEOPLE AND COMMUNITIES, THE WORLD					
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Ourselves and our families – Special experiences that we have had and family celebrations / traditions. Past and present events in their own lives and in the lives of family members.	Ourselves and our families – Special experiences And family celebrations / traditions. History of Bonfire Night / Remembrance Day Compare and contrast with long ago - when our parents were young.	Looking back at the changes in the environment around us (seasonal / old photos) History of Chinese New Year / Diwali	Dinosaurs - when were these alive? Changes over time – life cycles: Plants and chicks.	Changes over time – life cycles: Plants and chicks. People who help us and our heroes – different occupations and ways of life.	Looking back at the changes in the environment around us (seasonal / old photos) Designing superhero cape / costume – looking at the best material Transport and Travel - How this has changed over time. How we have changed / grown since starting school
DEVELOPMENT MATTERS: Understanding the World: People and the communities 30-50mths • Show interest in the lives of people who are familiar to them. • Remember and talk about significant events in their own experiences. • Recognise and describe special times or events for family or friends. • Show interest in different occupations and ways of life. • Know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. ELG: Talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions.			DEVELOPMENT MATTERS: Understanding the World: The World 30-50mths • Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • Talk about some of the things they have observed, such as plants, animals, natural and found objects. • Talk about why things happen and how things work. • Develop an understanding of growth, decay and changes over time. 40-60mths • Look closely at similarities, differences, patterns and change. ELG: Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another.		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Sequence some events or objects in order of time Recount changes in own life over time and compare that to relatives from different eras. Use words and phrases: old, new, young, days, and months.	Use timelines to place some events in order Use past and present when telling others about an event. Use words and phrases such as recently, before, after, now, later.	Begin to appreciate length of time for different periods. Understand timeline can be divided into BC and AD. Uses words and phrases: century, decade.	Name and place dates of significant local, national and international events from the past on a Timeline. Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. Uses words and phrases: century, decade, BC, AD, after, before, during	Sequence historical periods. Identify changes within and across some historical periods. Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, and period.	Use key periods as reference points on a timeline. Correctly place name & date of significant events studied on a timeline. Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
Knowledge and understanding of	Tell the difference between past and	Use information to describe the past.	Use increasingly complex and reliable sources of factual evidence and language to demonstrate their knowledge and understanding of			

past events, people and changes in the past	present in own and other people's lives.	Use information to describe differences between then and now. Recount main features of a significant historic event. Use evidence to explain reasons why people in past acted as they did.	Past societies and periods Houses and settlements; culture and leisure activities; clothes, ways of life, actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of different groups in a society The ideas, beliefs, attitudes and experiences of men, women and children from the past. Social, cultural, religious and ethnic diversities of societies in Britain and wider world. The causes and consequences of the main events, situations and changes in the periods studied. Similarities, differences and links between people, events and objects studied. Changes within and between periods studied and the reasons these may have occurred, backed up with evidence. How some of the past events/people affect life today.
Historical interpretation	Begin to identify and recount some details from the past from sources (e.g. pictures, stories)	Use books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet) to describe actions and events in the past.	Look at two versions of the same event and identify differences in the accounts. Give reasons why there may be different accounts of history. Give clear reasons why there may be different accounts of history. Know that people (now and in past) can represent events or ideas in ways that persuade others. Understand that the past has been represented in different ways. Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
Historical enquiry	Find answers to simple questions about the past from sources of information (e.g. pictures, stories)	Look carefully at pictures or objects to find information about the past. Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'	Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask questions such as 'How did people? What did people do for?' Suggest some sources of evidence to use to answer questions. Understand the difference between primary and secondary sources of evidence. Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask questions such as 'What was it like for a during ?' Suggest sources of evidence to use to help answer questions. Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask a range of questions about the past and choose reliable sources of evidence to answer them. Realise that there is often not a single answer to historical questions. Identify and use different sources of information and artefacts. Evaluate the usefulness and accurateness of different sources of evidence. Select the most appropriate source of evidence for particular tasks. Form own opinions about historical events from a range of sources.
Organisation and communication	Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking)	Describe objects, people and events. Write simple stories and recounts about the past. Draw labelled diagrams and write about them to tell others about people, events and objects from the past.	Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Make accurate use of specific dates and terms Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes. Discuss most appropriate way to present information, realising that it is for an audience. Use subject specific words such as monarch, settlement, invade Choose most appropriate way to present information to an audience Present information in an organised and clearly structured way using the most appropriate formats e.g. written explanation/tables and charts/labelled diagram.

IMPLEMENTATION: VOCABULARY: The following table lists some of the important vocabulary which will help pupils develop their subject specific knowledge and understanding.

FS	today yesterday tomorrow the present the past the future day week month long ago old new/recent parent grandparent great grandparent clue memory lifetime calendar Who? What? materials plastic remember
Y1	Year decade century ancient modern long ago timeline date order similar different because important living memory remembers 1960s toys materials wood plastic simple mechanical inventions homes houses grandparents' time the older generation memories drawing photograph camera detective opinion artefact What...? When...? Where...?
Y2	chronological order, era/period, The Tudors, The Stuarts, The Great Fire of London, Samuel Pepys, diary, danger, Christopher Wren, St Paul's Cathedral, rescue, danger, survive, memorial, investigate, research, evidence, historians, experts, letters, newspapers, websites, detective, opinion, artefact, What?, When?, Where?, Why? Florence Nightingale, famous person, nurses, timeline, then & now -lady with the lamp, Crimean war, occupation, Birth/death, doctor, -conditions, hospitals, Scutari, Heroine, Royal Red Cross, change, intrepid, heroine, traveller, nurse, business woman, Mother Seacole, Kingston, Caribbean, Jamaica, healer, medicine, nursing, traditional, cholera, tropical diseases, Crimean War, medical supplies, medals, social rules, prejudices

Y3	<p>chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years Stone Age Iron Age Celts Neolithic Bronze Age Skara Brae hunter-gatherer religion spirits Stonehenge hill forts sacrifice Britons nomad/nomadic invasion civilisation resistance conquest revolt outpost colony gods/goddesses invention</p> <p>Sumerians, Priests, Upper Class, Kings, Warriors, Government Officials, Lower Class, Artisans, Merchants, Farmers, Fishermen, Slaves, Wheel, plow, writing, irrigation, canals, levees, channels, cities, towns, games, checkers, jewellery, copper, gold, silver, gemstones, beads, garments, tax, burden, polytheistic: An, Enlil, Enki, Ninhursag, Nanna, Utu, and Inanna</p> <p>Tudors Pope The Break with Rome Roman Catholic Protestant divorce male heir The Reformation monasteries</p> <p>archaeologist archaeology sources importance significance legacy impact effects reason change continuity this suggests... may be perhaps could be first hand evidence second hand evidence myths and legends oral history museum</p>
Y4	<p>chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years Romans invasion civilisation Emperor Caesar republic empire army/soldiers resistance conquest revolt Bouicca raids outpost colony withdrawal gods/goddesses settlements conversion Christianity</p> <p>Ancient Egypt Ancient Egyptians The Nile first civilisations North Africa flood fertile agriculture tomb Pharaoh pyramid Tutankhamun</p> <p>Civil War, Charles 1, Oliver Cromwell, Roman Catholicism, Protestantism, Cavaliers, Roundheads, constitution, dictatorship, Parliament, Parliamentarians, conflict, Battle of Edgehill, Battle of Marston Manor, Battle of Naseby</p> <p>reputation invention legacy impact effects consequences archaeologist archaeology sources first hand evidence second hand evidence importance significance legacy impact effects reason change continuity this suggests... cause/s infer may be perhaps could be my conclusion is that first hand evidence second hand evidence myths and legends oral history museum</p>
Y5	<p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years</p> <p>The Anglo Saxons, empire, invasion, civilisation, settlers, migration, Roman, withdrawal, invasions, kingdoms, settlements, conversion, Christianity, reputation, raids, resistance</p> <p>Ancient Greece Ancient Greeks Sparta Athens culture achievements legacy democracy</p> <p>The Victorians Industrial Revolution child labour mills/factories reformers legislation slums epidemics</p> <p>to weigh up both sides on one hand however different experiences primary evidence secondary evidence eye witness this source suggests that... this source doesn't show that... reliable could have been... might have been... may be impact effects consequences legacy significance impression change continuity cause/s infer suggest extent of change... extent of continuity... turning point My conclusion is that... historian archaeologist archaeology</p>
Y6	<p>Vikings Sweden Norway Denmark Danes Pagan Norse Pirate Raid Fight Steal Spears Shields Treasure Coins Weight Warriors Craftsmen Traders Jewellery Meat Fur Cloth Leather North of England Christian Monasteries Stories Danelaw Runes Wessex Gods Sky Thunder Storms</p> <p>Mayans Ahau or Ahaw, Batab, Cacao, Cenote, Chac Mool, Chichen Itza, City-state, Classic Period, Codex, Glyph, Haab, Hero Twins, Huipil, Itzamna, Kin, Kukulcan, Lintel, Nacom, Obsidian, Popol Vuh, Pre-classic Period, Post-classic Period, Pyramid, Quetzal, Stela, Tikal, Tzolk'in, Uinal, Yucatan Peninsula</p> <p>Britain at War 20th century World War I World War II trench war recruit alliance Blitz Home Front morale democracy Parliament vote suffrage Houses of Parliament represent stereotype diversity traditional view attitudes</p> <p>variety of sources different experiences this source suggests that.. I can infer that... impression the source omits to mention... the purpose reliability propaganda one sided biased motive mistake primary evidence eye witness Secondary evidence could have been might have been this source suggests that... this source doesn't show that... reliable could have been... might have been... may be impact effects consequences legacy significance cause/s change continuity extent of continuity extent of change My conclusion is that... historian archaeologist archaeology</p>

IMPLEMENTATION: SPIRITUAL MORAL SOCIAL AND CULTURAL DEVELOPMENT

Our history curriculum contributes to the spiritual, moral, social and cultural development of our children.

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> • A respect for self and others • An increasing ability to reflect • A sense of empathy with other • Concern & compassion • An awareness and understanding of their own and others beliefs • An ability to think in terms of the whole • A readiness to challenge all that would constrain the human spirit 	<ul style="list-style-type: none"> • Respect for others' needs, interests and feelings as well as their own • A desire to explore their own and others' views • An ability to make responsible and reasoned judgements on moral dilemmas • A considerate style of life • An understanding of the need to review and reassess their values, codes and principles in the light of experience 	<ul style="list-style-type: none"> • Appreciates the right and responsibilities of individuals within the wider social setting • Adjusts to a range of social contexts by appropriate and sensitive behaviour • Challenges, when necessary and in appropriate ways, the values of a group or wider community • Understands how societies function and are organised in structures such as the family, the school and local and wider communities • Shares values and opinions with others and works towards consensus • Reflects on their own contribution to society • Understands the notion of interdependence in an increasingly complex society 	<ul style="list-style-type: none"> • An appreciation of the diversity and interdependence of cultures • An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality • An ability to recognise and understand their own cultural assumptions and values • An understanding of the influences which have shaped their own cultural heritage • An understanding of the dynamic, evolutionary nature of cultures • A sense of personal enrichment through encounter with cultural media and tradition from a range of cultures • Regard for the height of human achievement in all cultures and societies • Openness to new ideas and a willingness to modify cultural values in the light of experience

IMPLEMENTATION: ASSESSMENT

We have high expectations of our learners and pupils are assessed regularly during lessons and following a unit of work. There is an expectation that a significant percentage of our children will exceed the end of Key Stage expectations in History.

YEAR 1	YEAR 2
<p>Sequence some events or objects in order of time</p> <p>Recount changes in own life over time and compare that to relatives from different eras.</p> <p>Use common words and phrases relating to the passing of time : old, new, young, days, and months</p> <p>Tell the difference between past and present in own and other people’s lives</p> <p>Begin to identify and recount some details from the past from sources (e.g. pictures, stories)</p> <p>Find answers to simple questions about the past from sources of information (e.g. pictures, stories)</p> <p>Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking)</p>	<p>Use timelines to place some events in order</p> <p>Use past and present when telling others about an event.</p> <p>Use words and phrases such as recently, before, after, now, later.</p> <p>Use information to describe the past.</p> <p>Use information to describe differences between then and now.</p> <p>Recount main features of a significant historic event.</p> <p>Use evidence to explain reasons why people in past acted as they did.</p> <p>Use books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet) to describe actions and events in the past.</p> <p>Look carefully at pictures or objects to find information about the past.</p> <p>Ask and answer questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago did happen?’</p> <p>Describe objects, people and events.</p> <p>Write simple stories and recounts about the past.</p> <p>Draw labelled diagrams and write about them to tell others about people, events and objects from the past.</p>
YEAR 3	YEAR 4
<p>Use timelines to place some events in order</p> <p>Begin to appreciate length of time for different periods.</p> <p>Understand timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p> <p>Use evidence to describe past: Houses, Settlements, Culture, Leisure, Clothes, Buildings and their uses, Beliefs and attitudes, Things of importance to people, Differences between lives of rich and poor</p> <p>Use evidence to find out how any of these may have changed during a time period.</p> <p>Describe similarities and differences between people, events and objects</p> <p>Look at two versions of the same event and identify differences in the accounts.</p> <p>Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as ‘How did people? What did people do for?’</p> <p>Suggest some sources of evidence to use to answer questions.</p> <p>Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Make accurate use of specific dates and terms</p> <p>Use dates and terms with increasing accuracy.</p> <p>Discuss different ways of presenting information for different purposes</p>	<p>Name and place dates of significant local, national and international events from the past on a Timeline.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Uses words and phrases: century, decade, BC, AD, after, before, during</p> <p>Describe features of past societies and periods.</p> <p>Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describe how some of the past events/people affect life today.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Understand the difference between primary and secondary sources of evidence.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as ‘What was it like for a during ?’</p> <p>Suggest sources of evidence to use to help answer questions</p> <p>Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Make accurate use of specific dates and terms</p> <p>Discuss most appropriate way to present information, realising that it is for an audience.</p> <p>Use subject specific words such as monarch, settlement, invade</p>
YEAR 5	YEAR 6
<p>Name and place dates of significant local, national and international events from the past on a Timeline.</p> <p>Sequence historical periods.</p> <p>Identify changes within and across some historical periods.</p> <p>Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, and period.</p> <p>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Give some causes and consequences of the main events, situations and changes in the periods studied</p> <p>Identify changes and links within and across the time periods studied</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Know that people (now and in past) can represent events or ideas in ways that persuade others.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask a range of questions about the past and choose reliable sources of evidence to answer them.</p> <p>Know that there is often not a single answer to historical questions</p> <p>Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Make accurate use of specific dates and terms</p> <p>Choose most appropriate way to present information to an audience</p>	<p>Use key periods as reference points on a timeline. Correctly place name & date of significant events studied on a timeline. Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identify how these may have changed during a time period. Give own reasons why changes may have occurred, backed up with evidence.</p> <p>Describe similarities and differences between some people, events and objects studied and make links between some features of past societies.</p> <p>Describe how some changes affect life today.</p> <p>Understand that the past has been represented in different ways. Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Identify and use different sources of information and artefacts. Evaluate the usefulness and accurateness of different sources of evidence. Select the most appropriate source of evidence for particular tasks. Form own opinions about historical events from a range of sources.</p> <p>Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Make accurate use of specific dates and terms</p> <p>Present information in an organised and clearly structured way using the most appropriate formats e.g. written explanation/tables and charts/labelled diagram.</p>

IMPLEMENTATION: VISITS & VISITORS: We support and enhance our curriculum provision through visits and visitors.

IMPLEMENTATION: HEALTH & SAFETY AND SAFEGUARDING: Evolve and Risk Assessments are completed for all off site activities. Appropriate staff supervision ratios are ensured. Approved venues and transport are used.

IMPLEMENTATION: STAFF DEVELOPMENT: Key staff undertake ongoing professional development as identified through consistent, embedded monitoring and regular formal and informal professional conversations.

IMPACT: OUR CHILDREN BECOME CITIZENS OF THE WORLD



Citizen of the World Curriculum

Whilst you are in our school we will help you to learn to about:

Art & Design

Computing

Design Technology

Food Technology

Geography

History

Modern Foreign Languages

Music

Understanding the history, wisdom and future of these important parts of life will help you to become:

Accountable

Compassionate

Resilient

Responsible

Resourceful

Respectful

Passionate

Stewards of our world who:

RELATE to people's place within the wider-world, their relationships with others, their histories, their presents and futures

CONNECT the local to the global

ADVOCATE interconnected, sustainable and thoughtful living

KNOW the value of the Arts and Culture to people and society