



The Sequence of Learning:

History

Our curriculum is designed to inspire pupils' curiosity about events that happened in the past, as well as significant figures. There is a focus on the development of subject-specific skills through engaging learning experiences, encouraging pupils to think like 'historians' and develop enthusiasm and passion for the subject. Pupils will be given a wide range of learning opportunities in line with the school's curriculum vision.



This will involve real experiences and authentic learning (REAL) linked to our Golden threads: Migration and Change, Social Justice and Diversity, Innovation and Invention, Sustainability and Conservation, Leadership and Significance. Pupils will develop the skills required to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement alongside their enquiry skills. These skills will enable pupils to successfully articulate their knowledge and understanding of our Golden Threads. Pupils will also develop their understanding of the History of Britain and the wider world, exploring how different civilisations and cultures have impacted each other over time. Through understanding the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, pupils will also develop their understanding of their own identity and the challenges of their time.


HISTORY: Age-related statutory coverage


| Early Learning Goal | KEY STAGE ONE | KEY STAGE TWO |
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| <p>UW (Past and Present)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p><i>Pupils should be taught about:</i></p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their locality. | <p><i>Pupils should be taught about:</i></p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • The Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • A local history study. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • A non-European society that provides contrasts with British history – one study chosen from early Islamic civilization, including a study of Mayan civilization c. |





The Sequence of Learning: History


| | Historical Study | Historical Skills and Awareness | Chronology and Change |
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| EYFS: Pre-School | <ul style="list-style-type: none"> Talks about past and present events in their own lives Comment on pictures in story books that may show images from the past Look at the book 'All about Families to gain an understanding of families with different generations in them. Talk about their own families. | <ul style="list-style-type: none"> Begin to understand the idea of different celebrations or festivals through participating in Root Learning opportunities connected to these, e.g birthdays, bonfire night Know when it is their birthday and how old they are. Talk about past experiences such as what they did at the weekend or going on a recent holiday. | <ul style="list-style-type: none"> Use vocabulary related to time (yesterday, today, tomorrow) when talking about the 'day of the week' or newstelling. Join in conversations about what happened first, next, last in a familiar story Understand what is coming next or later in the day using the class visual timetable |
| Foundation for growth EYFS: Year R  | <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Comment on images of familiar situations in the past. Compare and contrast characters from stories, inc. figures from the past, Guy Fawkes compared with What the ladybird heard. Rosa Parks (Little People Big Dreams) | <ul style="list-style-type: none"> To talk about special times, celebrations/ birthdays they remember in their life. Begin to think about why we celebrate things such as Bonfire Night. Understand the past through settings, characters and events encountered in books read in class and storytelling. Talk about their memories and experiences. | <ul style="list-style-type: none"> To talk about how they have changed from being a baby. Tell events in order of occurrence. To talk about how children and adults are different. To sort objects/images into old and new and begin to use vocabulary linked to the history topic – photos of their part. |
| Seed Yr 1  | <ul style="list-style-type: none"> Use parts of stories to understand the features of a key event. Learn how toys have changed over time. Learn about significant individuals in the field of communication and investigate similarities and differences between them -Braille compared to print and why this supported hearing loss. Term 3 Communicators Tim Berners Lee and William Caxton | <ul style="list-style-type: none"> To talk about similarities and differences between ways of life in different periods. Understand that people may have lived differently in the past and begin to identify differences. Ask questions about unknown objects and begin to answer them with support. Study toys now and from the past, including the Beaney Toy Museum. | <ul style="list-style-type: none"> Know the difference between the past and present. Sequence objects identifying old and new. Recognise the passing of time within and beyond living memory e.g. lunchtime/ home time yesterday/today a long time ago. Recognise how something has changed within their living memory.e.g. Remembrance, Windrush, Blean School moving site. |

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| | <ul style="list-style-type: none"> Study how Blean Primary School has changed over time – Timetable changes – similarities and differences. <p>National Curriculum Links:</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally. Lives of significant individuals in the past. Significant historical events, people and places in their locality. Changes within living memory. Know where things fit within a chronological framework. <p>GOLDEN THREADS: Innovation and Invention – How have toys changed over time?</p> <p>Innovation and invention – Why do people need to communicate?</p> | <p>National Curriculum Links:</p> <ul style="list-style-type: none"> Identify similarities and differences. Ask and answer questions. | <ul style="list-style-type: none"> Understand that historical events happened beyond living memory. Understand the key vocabulary: old, new, past, present, yesterday, a long time ago, day, year and month, and living memory. <p>National Curriculum Links:</p> <ul style="list-style-type: none"> Changes within living memories. Know where things fit within a chronological framework. Use a wide vocabulary of historical terms. |
| <p>Sprouting seed</p> <p>2</p>  | <ul style="list-style-type: none"> Understand key events in the life of Mary Seacole and Florence Nightingale (Can one person change the world? Term 4) Talk about some of the key events of the Great Fire of London and say why the Great Fire of London spread and eventually stopped. (Term 2) Learn about key explorers Christopher Columbus and Neil Armstrong, Jane Goodall and Ann Bancroft (Term 3) and investigate similarities and differences between them and the impact of their exploration on us today. Understand the explorations of local explorers, including Percy Powell-Cotton, by visiting the Quex estate. <p>National Curriculum Links:</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally. Lives of significant individuals in the past. Significant historical events, people and places in their locality. Compare and contrast life at different times. <p>GOLDEN THREADS:</p> | <ul style="list-style-type: none"> Show an awareness of people, objects, places, and events in the world, past and present. Understand that things are represented in different ways (sources) e.g. pictures, models, and artefacts. Ask questions and, with support, answer them using the information given. Understand the key vocabulary: artefacts, sources, compare, contrast. <p>National Curriculum Links:</p> <ul style="list-style-type: none"> Understand how we find out about the past and how it is represented. Ask and answer questions. Use a wide vocabulary of historical terms. | <ul style="list-style-type: none"> To understand how historical events studied fit within a chronological framework. Sequence main points of a significant event or a famous person’s life. Understand the vocabulary: Recent memory, beyond living memory, decade, century (once understanding of place value to 100 is secure). <p>National Curriculum Links:</p> <ul style="list-style-type: none"> Changes within living memories. Know where things fit within a chronological framework. |

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| | <p>Migration and Change – How did the Great Fire change London? Migration and Change – Are we an Explorer or an Invader? Innovation and Invention Term 6- local history factories – weave with term 3 learning about Quex Park – Local history: Crab and Winkle Way Can one person change the world – Term 5</p> | | |
| <p>Sprout</p>  <p>3</p> | <ul style="list-style-type: none"> • Links to Art – Dr Marie Clark Taylor (Botanist) • Understand how the period of time from the Stone Age to the Iron Age impacted life in Britain including: <ul style="list-style-type: none"> ○ Late Neolithic hunter-gathers and early farmers – Skara Brae. ○ Bronze Age, technology and travel. ○ Iron Age hill forts, tribal kingdoms, farming, art and culture. • Look at when and where the first civilisations appeared, focusing on Ancient Egypt, and identify their achievements. • Understand the achievements of the civilisation of Ancient Egypt and understand what was important to people during ancient Egyptian times. Pyramids, Hieroglyphics, Irrigation (link to Geog) Hapshepsut, Zahuire and emphasis on culture, technological and societal achievements. • Children visit local bronze age boat at Dover Museum <p>National Curriculum links:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • Understand the achievements of the earliest civilisations. <p>GOLDEN THREADS: Migration and Change Innovation and Invention – How did human beings move from surviving to thriving?</p> | <ul style="list-style-type: none"> • Observe and describe how objects, people, and places change throughout a time period. • Begin to talk about which historical sources are most useful to give us information. • Find information independently and use sources of information in ways that go beyond simple explanations to answer questions. • Understand the key vocabulary: Ancient, evidence, fossil. (Science link) <p>National Curriculum links:</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time. • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses through a selection of relevant historical information. • Address and sometimes devise historically valid questions. • Develop appropriate use of historical terms. | <ul style="list-style-type: none"> • Place significant dates on a simple timeline. • Understand that the past can be divided into different periods of time. • Understand the key vocabulary: BC/BCE and AD/CE, scale, duration, period <p>National Curriculum links:</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding. • Develop appropriate use of historical terms. |

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| | <p>Migration and Change, Leadership and Significance, Social Justice and Diversity – Why do civilisations rise and fall?</p> | | |
| <p>Sapling</p>  <p>4</p> | <ul style="list-style-type: none"> • Investigate the life and significance of Walter Tull. • Understand the impact of the Roman Empire on Britain including: <ul style="list-style-type: none"> ○ Julius Caesar’s attempted invasion in 55-54 BC ○ The Roman Empire by AD 42 and the power of its army ○ The successful invasion by Claudius and conquest, including Hadrian’s Wall. ○ British resistance ○ The Romanisation of Britain and the impact of technology, culture and beliefs. • Carry out a study of local History focusing on Roman History and Anglo Saxon history in Kent and Christian conversion in Canterbury <ul style="list-style-type: none"> ○ A study over time tracing how several aspects of national history are reflected in the locality • Say who the Anglo-Saxons were and when and why they invaded Britain. Britain’s settlements by Anglo Saxons <ul style="list-style-type: none"> ○ Roman withdrawal from Britain in AD 410. ○ Scots' invasion from Ireland to north Britain ○ Anglo-Saxon invasions, settlements and kingdoms: place names and village life. ○ Anglo-Saxon art and culture. ○ Christian conversion. • Children are to experience a Roman Kent Life Workshop and a Living History workshop for Anglo-Saxons to enhance their learning. <p>National Curriculum links:</p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain. • Britain’s settlement by Anglo-Saxons and Scots. • A local history study. <p>GOLDEN THREADS:</p> | <ul style="list-style-type: none"> • Observe, describe and compare objects, places, people and events and offer explanations for this. • Begin to select and combine different information from different sources to help answer questions. • To develop an understanding of cause and consequence. • Show some understanding that events and results can be interpreted in different ways. • Consider what sources of information can be used to answer questions and select information from the sources provided. • To ask perceptive questions about the past. • Understand key vocabulary: civilisation, empire, military, settlement, invaders, settlers. <p>National Curriculum links:</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time. • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses through a selection of relevant historical information. • Address and sometimes devise historically valid questions. • Develop appropriate use of historical terms. | <ul style="list-style-type: none"> • Be able to describe changes that occur across different periods of time. • Understand key vocabulary: chronological, millennium <p>National Curriculum links:</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time. • Develop a chronologically secure knowledge and understanding. |






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| | <p>Social Justice and Diversity – Walter Tull TBD Social Justice and Diversity – Septimus Severus and Boudicca TBD? History link to clarify?</p> | | |
| <p>Small tree yr 5</p>  | <ul style="list-style-type: none"> • Investigate the significance of The Windrush Generation. • Understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <ul style="list-style-type: none"> ○ Viking raids and invasion ○ Resistance by Alfred the Great and Athelstan. ○ Further Viking invasions and Danegeld. ○ Anglo-Saxon laws and justice. ○ Edward the confessor and his death in 1066. • Where is the Herstory in History? Women and girls in Ancient Greece • Understand Life in Ancient Greece including their achievements and influence on the western world. <ul style="list-style-type: none"> ○ Say when the Ancient Greek people lived and their impact on the western world. ○ Describe some key facts about the Battle of Marathon and the Trojan War. ○ Talk about some Ancient Greek gods and know some features of Greek myths. <p>National Curriculum links:</p> <ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Ancient Greece – a study of Greek life and achievements and their influence on the western world. <p>GOLDEN THREADS: Social Justice and Diversity and Migration and Change - Should we be grateful to those who help us? Windrush Migration and Change – Were the english ever really English? (Vikings and Anglo Saxons)</p> | <ul style="list-style-type: none"> • Observe, describe and compare objects, places, people and events, with increasing depth of knowledge, and understand that they can be represented and interpreted in different ways. • To understand cause and consequence in the context of historical events. • Draw conclusions consistent with the evidence. • To think critically about evidence and its usefulness. • Begin to produce structured accounts e.g. a chronological report using dates and terms. • Understand key vocabulary: social, economic, and philosophy. <p>National Curriculum links:</p> <ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Note connections, contrasts and trends over time. • Construct informed responses through the selection and organisation of relevant historical information. • Address and sometimes devise historically valid questions. • Develop appropriate use of historical terms. | <ul style="list-style-type: none"> • Be able to fit people and periods into a chronological framework. • Begin to recognise continuity and changes and give reasons for these. • Understand the vocabulary: Concurrence and meanwhile <p>National Curriculum links:</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time. • Develop a chronologically secure knowledge and understanding. |

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| | <p>Social Justice and Diversity , Leadership and significance: Greeks – where is the Herstory in History?</p> | | |
| <p>Mature tree with fruit</p>  | <ul style="list-style-type: none"> • Investigate the life and significance of Harriet Tubman and the impact of the slave trade in the UK • To learn about early Islamic civilisation including the study of Baghdad AD900 <ul style="list-style-type: none"> ○ provide pupils with a rich contrast to British history by exploring political leadership, cultural achievements, scientific innovation and social structure within early Islamic civilisation. • Study an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066 including: <ul style="list-style-type: none"> ○ Investigate key facts about punishments that have been used throughout the ages. ○ Study key events in World War 2, including the investigation of a significant turning point in British History, i.e. Operation Dynamo, the evacuation from Dunkirk (1940) ○ Draw connections between time periods, highlighting change and continuity and how long term developments in British history have influenced society today. <p>National Curriculum links:</p> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history – Baghdad • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <p>GOLDEN THREADS: Social Justice and Diversity - How do we treat people who commit crimes? Social Justice and Diversity and Migration and Change – Who deserves to be remembered?</p> | <ul style="list-style-type: none"> • Use think critically, sifting arguments and weighing the evidence of people, events, places and objects when developing and communicating ideas about Britain and the wider world past and present. • To ask perceptive questions about the past and use them to follow their lines of enquiry to investigate possible answers. • Select from a range of information sources and sources of evidence to answer a question. • To evaluate sources of information and identify the most useful ones, developing perspective and judgement. • Recognise the links and relationships between people, places, objects and events and how they can be dependent on each other. • Understand key vocabulary: primary/secondary sources, parliament, peasantry. <p>National Curriculum links:</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time. • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses through the selection and organisation of relevant historical information. • Address and sometimes devise historically valid questions. • Develop appropriate use of historical terms. | <ul style="list-style-type: none"> • Be able to describe features of past societies and periods in the context of their developing chronological framework. • Be able to make links between features within and across different periods. • Identify changes over time and make connections between local, national and international history as well as social, economic, military, political, religious and cultural histories. <p>National Curriculum links:</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time. • Develop a chronologically secure knowledge and understanding. |

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| | <p>Social Justice, Leadership and Significance – how are families affected by war? Migration, Leadership and Significance -Baghdad What is the significance of Baghdad?</p> | | |
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The Blean Values: History

| Curiosity | Resourcefulness | Responsibility | Resilience | Collaboration |
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| <p>Expanding horizons – develop an understanding of the History of cultures from all over the world.</p> | <p>Weighing evidence – looking at a range of sources and evaluating them to draw conclusions.</p> | <p>Respect – respecting how historical events impact the culture and society of different countries across the world.</p> | <p>Persevering – keep trying to develop understanding by using a variety of sources.</p> | <p>Teamwork – working together to develop an understanding of historical events.</p> |
| <p>Investigating – using investigative skills to develop understanding.</p> | <p>Critical thinking – to critically evaluate a range of evidence to assess its value.</p> | <p>Perspective and judgement – being open to analysing events and how they have impacted our society.</p> | <p>Challenge – developing the ability to tackle and understand complex situations.</p> | <p>Communication – sharing ideas and communicating knowledge with others.</p> |

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| Questioning- asking and answering questions to develop an understanding of local and wider history. | Making links- making links between different cultures and time periods, to develop understanding. | Understanding- developing an understanding of how cultures and societies have impacted and influenced life today. | Practise- practise and embed historical skills learnt. | Discussion- participating and contributing to discussions, as well as asking historical questions. |
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Appendix 1

Key skill focuses:

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| Chronology | The fundamental understanding of the passing of time by: <ul style="list-style-type: none"> • See how History flows. • Understand the passing of time. • See how the area being studied fits with what is already known. |
| Significance | The study of people or events that: <ul style="list-style-type: none"> • Changed events at the time they lived. • Affected many lives by improving them or making them worse. • Changed people's lives. • Had a lasting impact on their country or the world. • Had been a good/bad example to people of how to live and behave. |
| Similarities and Differences | Comparing different elements of time periods by: <ul style="list-style-type: none"> • Looking and understanding the diversity of experiences people may have had. • Looking at similarities and differences between different areas of History that are chronologically the same e.g. Ancient Egypt compared to the Stone Age to Bronze Age. • Comparing the information from 2 different sources about a period of time. |
| Continuity and Change | Exploring links across different time periods to: <ul style="list-style-type: none"> • Learn how a single focus has changed (or not) over time. • Look at links between different time periods. • Looking at developments over shorter periods of time. |
| Cause and Consequence | Investigate elements that cause an event and the positive and negative consequences for different groups by: |

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| | <ul style="list-style-type: none">• Push and pull factors• Causes and then consequences for several groups• Timeline of causes leading to consequences |
| Evidence | Use and critically analyse a wide range of sources including: <ul style="list-style-type: none">• Using a wide range of artefacts, pictures and writing to answer questions.• Comparing different sources about the same event• Summarise evidence to form part of an enquiry• Use several sources to draw a conclusion. |

Appendix 2

Historical skills developed from EYFS to Year 6

- Chronological Understanding – What was the date? What was the period? Where does this period go in relation to that one and why?
- Historical Interpretations – What do these sources say about the past? Can the evidence be trusted? Do I agree? If I Disagree, why?
- Historical Investigation – What’s the big question? How can I answer it? What do I think?
- Diversity: The People, Experiences and Beliefs – How were their lives and beliefs different to mine? Why were they different? Have these changed?
- Changes – What change occurred? Was the change for the better or the worse, and for whom? Are things changing now?
- Cause and Consequence – Why did it happen? Who was affected? Are we affected today?
- Historical Significance – Why do we need to learn about this? Does this affect me today? How can I communicate what I know?

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| History Key Vocabulary | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Past Now Before First Then After When I was born/little, Then I could.. Yesterday Today Tomorrow History Time Day remember | now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young, old, new, then, same, different, past, present, after, future, museum, historian | chronology, source, local, community, recent, similar, contrast, difference, similarity, artefact, eye-witness, significant, compare, historical, ancient, Modern Monarchy Evidence Explorer Invader Past Present Invention Point of view/viewpoint Historical events Questions Impact Migration Beyond living memory | pre-historic, Neolithic, archaeology, excavate, primary source, secondary source, first hand, second hand, civilisation, cause, consequence, nomadic, Anno Domini, millennium, Before Christ, suffrage Period Human history Paelaetilhic Mesolithic Bronze Iron | gods, goddesses, Caesar, conquer, conquest, legacy, resistance, revolt, continuity, reliable, unreliable, Roman Anglo Saxon Invasion Resistance Romanisation Christian Conversion Withdrawal | empire, revolution, legislation, reformation, anachronism, Interpretation Monarch Democracy Autocracy Colony Commonwealth Invasion Civilisation Social Economic Philosophy Concurrence Chronological Invasion Settlement Danelaw Wergild | propaganda, bias, motive, morale, alliance, home front, subjective, objective, orthodox, Cavalry Crime Punishment Medieval Tudor Victorian 20 th Century Archive Logbook records Document Caliph Scholar |

SMSC in History

| Spiritual | Social |
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| <p>Children :</p> <ul style="list-style-type: none"> • Are encouraged to take risks and flourish in a nurturing learning environment. • Experience ‘awe and wonder’ moments when History is brought to life through active enquiry and experience of artefacts. • Express their awe and wonder at historical events and themes through different media across the curriculum (drama, art, Literacy, music). • Explore the mystery of how and why past events happened. • Realise the significance of past events and people and how they have impacted on our lives today. • Explore values and beliefs from the past and compare and contrast these to values and beliefs from today. • Respect others. • Accommodate and celebrate difference. • Ask questions, offer ideas and make connections. | <p>Children:</p> <ul style="list-style-type: none"> • Work collaboratively in a range of settings to investigate and follow lines of enquiry through active learning. • Apply the Building Learning Power model to demonstrate attributes such as collaboration, empathy & listening, inter-dependence and imitation. • Adopt different roles within group work (including leader, scribe, question master and Steps to Success checker). • Develop skills of compromise and negotiation during collaborative learning. • Have the opportunity to be a leader within group work and develop leadership skills. • Consider what society in the past has contributed to society today. |
| Moral | Cultural |
| <p>Children</p> <ul style="list-style-type: none"> • Promote measures to prevent discrimination on the basis of religion, gender, sexual orientation, age and other criteria. • Comment on and debate moral questions stemmed from past events. • Reflect upon past events and consider their own moral opinions. • Develop a sense of empathy with historical figures (e.g. through drama, diary writing). • Ask ‘big questions’; asking ‘why’ and ‘how’ and relating responses to their own moral codes. • Explore models of moral virtue through key historical figures. | <p>Children</p> <ul style="list-style-type: none"> • Develop a greater understanding of how events in history have shaped our multi-cultural society. • Celebrate our multi-cultural society (e.g. through Cultural Evenings, Black History, religious celebrations and class topics). • Explore and discover cultures from around the world and how they have changed over time. • Demonstrate respect and appreciation for all cultures. • Are immersed in culture through cross-curricular links with, for example, Art, DT, English, Maths and Music. • Investigate authentic accounts of attitudes, values and traditions of diverse cultures over time. |
| <p>British Values</p> | |

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Within our school there is a focus on Black and British History. The contribution that black British citizens have made to create and support British Values are celebrated, for example Claudia Jones's involvement in the creation of the Notting Hill Carnival to celebrate multi-cultural diversity and how Walter Tull, the first British black professional football player in the top leagues and first mixed race officer in the army, exemplified British Values with acts of heroism in WWI. The children gain understanding of how a democratic political system works within Year 5 through how the nature of Athenian democracy compares with a modern democratic system and in Year 6 where a highlight of their year is a visit to the Houses of Parliament where they gain a further insight into the British Values of democracy and the rule of law.