



Stanton Community Primary School

Nurture, Enjoy, Aspire, Achieve

Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
History	<p>By considering how things would be different if the course of events had been different. <i>For example: What if the houses were not made of wood? (Y2 Great Fire of London GFOL)</i></p> <p>By looking at local history and asking questions to promote curiosity. <i>For example: What people made significant decisions or took significant actions that affected Bury St Edmunds? (Y2)</i></p> <p>By considering the impact that significant historical figures and events have had on the way we live now. <i>For example: The signing of the Magna Carta, Abolition of the Slave Trade (Y2 and Y6).</i></p> <p>By speculating about how we mark important events from history and the people who shaped them. <i>For example: Remembrance Sunday (whole school)</i></p>	<p>By exploring the results of right and wrong behaviour in the past. <i>For example: The Slave Trade and the lives of workers in the time of the Industrial Revolution. (Y6)</i></p> <p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if?' <i>For example: What if the Romans did not invade? (Y3)</i></p> <p>By considering different perspectives and showing empathy. <i>For example: What was it like to be a child during the Blitz? (Y6)</i></p> <p>By considering how historical events show us how we ought to treat one another and teach us how we would not want to behave to one another. <i>For example: The slave trade (Y6)</i></p>	<p>By giving the trigger for discussions about how groups and communities organised themselves in the past. <i>For example: the Roman Empire, Pharaohs, the Greeks and Slaves. (Y3, Y4, Y5 and Y6)</i></p> <p>By considering questions about social structure in the past. <i>For example: What might pupils say about the rights of children in earlier times? UN Children's Rights (Y5)</i></p> <p>By encouraging pupils to talk to their parents/grandparents about changes within living memory. <i>For example: personal history, What people made significant decisions or took significant actions that affected Bury St Edmunds? How did conflict change our local area in WW2? (EYFS, Y2 and Y6)</i></p> <p>By developing children's understanding why there might be different interpretations to events in history. <i>For example: Why do we have contrasting interpretations of slave labour/GFOL been recorded? (Y2 and Y6)</i></p>	<p>By exploring local history and history around us starting in our school and village. <i>For example: What changed over time? Why did things change? What has stayed the same? (Y2)</i></p> <p>By investigating how culture is shaped by history, exploring our 'cultural heritage'. <i>For example: Learning about the family traditions of children in class from different cultural (EYFS)</i></p> <p>By exploring the many positive contributions to our culture made by settlers and immigrants over the years. This is vital since our school population does not reflect a wide range of ethnic or cultural backgrounds. <i>For example stone age, romans, Anglo Saxons and Windrush (Y3,4,5 and 6)</i></p> <p>By taking pupils on visits to heritage sites in and around the local area. <i>For example Stanton, Bury St Edmunds abbey, Colchester castle, Sutton Hoo, West Stow (Y2, Y3, Y4 and Y5)</i></p> <p>By investigating, historical figures who have shaped Britain and/or left a legacy within our culture. <i>For example: What ideas did the Ancient Greeks develop that we still use today? (Y5)</i></p>