



### **All Saints CEVA School**

Mill Road, Winfarthing,  
Diss, Norfolk. IP22 2DZ  
01379 642767  
office@allsaints-diss.norfolk.sch.uk

### **Hapton CEVA School**

The Street, Hapton,  
Norwich, Norfolk. NR15 1AD  
01508 489395  
office@hapton.norfolk.sch.uk

### **St. Andrew's CEVA School**

The Street, North Lopham,  
Diss, Norfolk. IP22 2LR  
01379 687253  
office@st-andrews-pri.norfolk.sch.uk

---

## History

### **Intent**

Our history curriculum is rich and varied is designed to inspire a curiosity and fascination about the past. It enables children to develop their knowledge and understanding about Britain's history and that of the wider world. It gives opportunities to learn about a range of historical figures to help children understand our diverse society. We encourage children to develop a sense of their cultural heritage. We teach children a sense of chronology and progressive historical skills and equip children to ask perceptive questions, think critically and make decisions as historians.

### Spiritual Development

We enable spiritual development by exploring how different cultures and time periods have been affected by key historical events and we consider the impact and changes this has had on spiritual beliefs. Noticing changes and developments in this spirituality as children explore more of history through their journey through school.

### **Implementation**

Concepts are revisited throughout the school through units of learning based on a progression of historical skills and knowledge. New learning is built on previous knowledge to enable children to successfully remember more and build their understanding of the past. Disciplinary concepts of chronology, significance, change and continuity, cause and consequence and interpretation are threaded throughout. From EYFS to Year 6, children: learn to examine historical artefacts, interpret a variety of sources and ask perceptive questions in order to make informed deductions about the past. Where possible, children visit sites of historical significance. Learning is reinforced through drama, reading and writing and history topics are linked to English texts.

### **Impact**

Children are asked to recall what has been learned before to help new knowledge "stick" to their previous learning. Activities are planned to ensure regular retrieval practice to help children remember more. Regular formative assessment and end of unit summative assessments are used to support children's progress, ensure that children are ready for the next stage of their learning. The subject lead measures impact by monitoring children's work and assessments, holding discussions with class teachers and by talking to children about their learning. Children leave our federation with an understanding of the complexities of people's lives, the process of change, the diversities of societies, the links between different groups and periods, their own identity and the challenges of their time.