





Through an engaging and ambitious curriculum, St Peter's students of history will have a clear and critical knowledge of how a range of people, groups and civilisations have contributed to the development of the modern world and what they are known for. Students will have a broad and deep knowledge of the periods and peoples they have studied and be able to evaluate their significance, including how these have affected the trajectory of our history. They will be curious, critical and creative historians who are able to use the skills they gain to approach their learning with confidence and interest, ultimately developing their own cultural capital.

	Make Connections	Self manage / Independence	Challenge / High expectations	Creativity	Problem solving / Resilience
Aspire, Believe	<p>We plan so that:</p> <ul style="list-style-type: none"> Students explore how history informs our everyday lives and has brought our world to where we are today Students have both the knowledge and skills to make connections between what they already know about our history and what they learn with us. 	<p>We plan so that:</p> <ul style="list-style-type: none"> Student are curious. Students build a knowledge and skill base that supports them in constructing their own arguments and backing them up with evidence Students pursue historically valid enquiries, including those they frame themselves. 	<p>We plan so that:</p> <ul style="list-style-type: none"> Every child can understand their own and others' history and can access each task. Questioning is key part of their learning, questioning what we read, what they want to know and possibly their existing knowledge and misconceptions Students learn and understand how different types of historical sources are used rigorously to make claims. 	<p>We plan so that:</p> <ul style="list-style-type: none"> We foster an environment where students are familiar with exploring enquiries, including some they have framed themselves. Lessons involve a variety of creative tasks to promote engagement and allow every child to contribute positively to lesson outcomes Students learn to create relevant, structured and evidentially supported responses to enquiries, including those they frame themselves. 	<p>We plan so that:</p> <ul style="list-style-type: none"> Students have regular opportunities to think, enquire and find answers, with support when necessary. Students learn about how history is constructed from a range of sources and can therefore be variable in its accounts Students are unafraid to challenge others and be challenged on their statements, allowing for constructive discussions.
 Grow	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> Discover connections and common themes across time periods, places and groups of people that we study. Connect the aspects of history that we study to the lives of the students and our local area as well as our location in the wider world. Explore cross-curricular connections e.g. Magna Carta and King John in Outlaw by Michael Morpurgo (Yr5 Eng). Draw contrast and analyse trends within periods and over long arcs of time 	<p>We build in opportunities for:</p> <ul style="list-style-type: none"> Choice Ownership of learning Decision making Reviewing own learning Finding own solutions Considering others Being prepared Peer to peer learning and feedback Scaffolding of forming enquiries Broad and balanced learning 	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> Compose questions after learning the foundations of the period/civilisation Use a range of sources in different forms, both with and without adult/specialist support Challenge that which we read, evaluating the reliability and validity of sources and interpretations. 	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> Be creative through open ended child-led tasks Choose how to present findings Collaborate and debate opinions and ideas Celebrate original ideas and questions 	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> Secure a base of understanding and knowledge to support problem solving Praise effort and take risks Use previous learning to support present learning Challenge ourselves with trial and error strategies Experience group tasks Have discussions with peers to explore alternative solutions to problems and approaches to enquiries
 Achieve	<ul style="list-style-type: none"> Students develop skills which will support them in their future learning in history. Students are confident communicators and can argue their reasoning when necessary. Students can independently make connections across time periods and civilisations and explain these. They can also connect their learning to the modern day, Britain and themselves. 	<ul style="list-style-type: none"> Students challenge the information they hear and read Students understand where they are and where to go next in their learning journey Students know what they need to do to make progress Students can form their own arguments based on evidence. 	<ul style="list-style-type: none"> Students are aware of their attainment and make self-assessment against criteria. Students challenge their existing knowledge and the opinions of other courteously Students can use historical sources to make their own judgements and provide answers to their own enquiries 	<ul style="list-style-type: none"> Students can make choices regarding how to present their findings and do so independently Students can use resources available to them to answer enquiries, including those they have framed themselves. Children are supported in producing a range of work so that they are able to make creative choices independently. 	<ul style="list-style-type: none"> Students see mistakes as opportunities for further investigations. Students are able to challenge others courteously and be challenged by others in their opinions and statements, providing evidence Students know that history is constructed from a range of source and can demonstrate this in context.