Vision for children 	**Content and Sequencing** 	**Links to other subjects** 
Through the teaching of History, children will develop their understanding of historical vocabulary and abstract terms. Children will be taught how to carry out historical enquiries and how to frame historical valid questions. They will understand how evidence is used rigorously to make historical claims. Children will be taught to make connections and draw contrasts between historical periods. They will analyse trends and use their literacy skills to create their own structured accounts. Throughout the teaching of History, children will be asked to recognise how and why contrasting arguments and interpretations of the past have been constructed. Children will gain historical perspective and will be confident in understanding the connections between local, regional, national and international history.	Progress in history does not conform to a hierarchy or a linear process, it happens more in the form of a spiral. Based on the ideas of Bruner a 'spiral curriculum' repeatedly presents key concepts with deepening layers of complexity, in different situations. Cognitive science tells us that information is reinforced each time it is revisited and curriculum sequences should be planned to allow the transfer of key knowledge to long-term memory. Students need to revisit concepts at increasing levels of challenge to ensure they continue to embed learning and develop schema. A good knowledge-rich history curriculum embraces these ideas and uses a spiral approach to store key concepts and ideas in students' long-term memories so that they can build on them later. New ideas must be clearly related to previous learning. A spiral curriculum involves iterative revisiting of topics in different contexts and/or at different scales so it builds students' understanding of places, concepts and processes at greater breadth and depth. Revisiting should not be merely 'repeating'. Learning will only progress when topics reinforce and refine learning and the complexity increases with each revisit.	History links naturally with other curriculum areas: Through the investigation of culture; art , drama and DT are repeatedly visited as well as literature. Number systems of ancient civilisations are explored. Map work is carried out to locate the locations of civilisations and how they have changed over time. Religions of past cultures are explored and compared to the Catholic faith and there are many instances where these intersect.
How we teach History 	**Retrieval Practice** 	Enrichment 
History content is taught in discreet subject specific lessons for a whole term alternating with Geography but teachers also plan opportunities to revisit and embed the learning across the curriculum in other subjects. Learning objectives and success criteria are introduced at the beginning of every lesson. At the end of the lesson, pupils are invited to assess how well they feel they have met the learning objective. Every lesson includes formative assessment opportunities for teachers to use. These opportunities are listed in the lesson plan and are included to ensure that misconceptions are recognised and addressed if they occur.	Multiple choice quizzes will be used for formative assessment and to aid the knowledge to be retained in the children's long-term memory. Regularly, teachers will point out connections, referring to and building upon previous learning of key themes, in order to aid retrieval from the pupils' long-term memory.	High quality class books are used to help the children's imagination settle into stories set in the past. A mixture of visits to places of historical significance and visitors to our school from experts take place each year. As well as members of the community visiting the school to talk about changes within living memory.