

	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
History	<ul style="list-style-type: none"> <li>• By considering how things would be different if the course of events had been different</li> <li>• By looking at local history and investigating reasons why landmarks, museums and buildings have been built</li> <li>• By speculating about how we mark important events from history</li> <li>• We also explore different religious beliefs of communities throughout history</li> </ul>	<ul style="list-style-type: none"> <li>• By exploring the results of people's decisions in the past-right and wrong</li> <li>• By considering how the characteristics of people have influenced others</li> <li>• By going beyond the facts and hypothesise and pose questions about what may have happened if something different had happened</li> </ul>	<ul style="list-style-type: none"> <li>• By talking about how communities and groups have organised themselves in the past</li> <li>• By considering questions about social structures of the past; for example what might children say about how children were treated in the past or were people treated fairly</li> <li>• By encouraging children to talk to their parents and grandparents about their experiences of significant events and everyday changes</li> </ul>	<ul style="list-style-type: none"> <li>• By exploring local history and the history around us</li> <li>• By considering how culture is shaped by history and exploring cultural heritage and how religion influence culture</li> <li>• By taking pupils to visit cultural sites</li> </ul>
Evidence	<p>Children learn about how people thought about the world in different times and places; KS1 look at reasons people thought the great fire of London started.</p> <p>In KS2 children learn about the Ancient Romans, Greeks and Aztec beliefs.</p> <p>In UKS2 children discuss what would have happened had the Norman invasion not been successful or Edward the Confessor had not converted to Christianity.</p> <p>Children in KS2 visit Chester Farm and consider how the use has changed and developed from Roman times to WW2.</p>	<p>In KS1 children learn about printing and the invention of the telephone and consider what would have happened without these inventions.</p> <p>In KS2 when studying 'Beyond Face Value' children explore how famous people have presented themselves in art, writing and media. They discuss propaganda and the impact of people's actions.</p> <p>As part of 'The Indus Valley' children discuss the development and importance of fair trade on the chocolate industry.</p>	<p>In UKS2 children compare life as a Roman soldier to the life of soldiers today.</p> <p>Children learn about how societies were structured in Europe, China and South America</p> <p>Children develop collaboration skills within History, for example by working together to build a Viking ship.</p> <p>In EYFS children talk to their parents and grandparents about what toys they had when they were little and compare what is the same and what is different.</p>	<p>Year 1 look at shoes from different cultures. They also look at how the shoe industry affected the local area.</p> <p>In KS2 children learn about the development of non-western cultures when studying 'The Indus Valley' in Year 3 and 'Ancient China' in Year 6. This is in comparison to studying the European cultures of the Vikings and Saxons of the same time.</p> <p>When learning about the Vikings, Saxons and Edward the Confessor children explore the impact of Christianity on society.</p> <p>All children take part in assemblies and ceremonies to mark Remembrance day.</p> <p>Children access resources from Northampton shoe museum in KS1 / local archaeological site at Chester Farm in KS2.</p>