

History	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
	By considering how things would be different if the course of events had been different; for example, what difference would it have made if Boudicca's revolt had been successful? By looking at local history and investigating the reasons why there is a particular landmark (blue plaques), buildings (industrial age of Ipswich) or an air raid shelter museum under the playground. By considering the impact that significant (and over looked) historical figures have had on the way we live now. E.g., Charles Darwin, Elizabeth Garrett Anderson, female aviators, King Alfred, the 'Hidden Figures' of the space race. By speculating about how we mark important events from history and the people who shaped them. E.g., Why do we remember November 5th? How should significant figures be remembered (other than a statue)?	By exploring the results of right and wrong behaviour in the past, e.g., the Blitz, the lives of workers in the time of the Industrial Revolution, Boudicca's revolt, the discovery of tomb of Tutankhamen, prejudicial behaviour towards women and people with BAME backgrounds. By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?'; 'What would have turned a tragedy into a triumph?' By considering different perspectives and showing empathy. E.g., In year 2 we ask: What was it really like to live in a castle? Is this evidence reliable? By considering how historical events show us how we ought to treat one another and teach us how we wouldn't want to behave to one another. By considering how and why we preserve historical artifacts, e.g., why is it important that we open our air raid shelter to the public and other schools?	By giving the trigger for discussions about how groups and communities organised themselves in the past. E.g., year 6 the Home Front effort; year 5 the creation of the burghs; year 3 Saxon Communities; year 4 pre Roman Britons. By working closely with the Records Office and the Museum Service we can develop an understanding of the need to preserve and interact with the past. By considering questions about social structure in the past. For example, what might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal? By encouraging pupils to talk to their parents and grandparents; for example, in year 1 children ask: what was TV like when you were my age? By developing children's understanding as to why there might be different interpretations to events in history. For example, in year 4 we consider how different people have different perspectives of the discovery of the tomb of Tutankhamen.	By exploring local history, under-researched history and history around us, e.g., significant female figures such as Edith Maud Cook; exploring and using our air raid museum. By investigating how culture is shaped by history, exploring 'cultural heritage' and the Christian influence on British culture – e.g., the creation of the Christian Kingdom of England under King Alfred. By using our air raid museum, we can develop a sense of authenticity. By taking pupils on visits to heritage sites in and around Ipswich and Suffolk, e.g., becoming Victorian apprentices at the Long Shop Museum, visiting Christchurch Mansion, West Stowe, Duxford IWM and Langward Fort. By investigate historical figures who have shaped Britain and/or left a legacy within our culture, and ensuring that we mitigate unconscious bias by questioning stereotyping and valuing diversity. E.g., by studying Elizabeth Garret Anderson, Matthew Henson, Katherine Johnson, Edith Maud Cook, Bessie Coleman. By developing an understanding of the key events shaping British history (as specified in the National Curriculum).