

<b>Active</b>	<ul style="list-style-type: none"> <li>- Children have the opportunity to go on school trips to historically significant places</li> <li>- Talk partners are used in all lessons</li> <li>- Use of resources that the children can feel and interact with</li> </ul>
<b>Ambitious</b>	<ul style="list-style-type: none"> <li>- Through the enquiry curriculum all children are given the opportunity to explore real artefacts and deepen their understanding</li> <li>- The creativity of how the children record their learning enables all children to meet the learning aim</li> <li>- The curriculum is designed in a way to enable the children to develop key ideas that are linked throughout the time eras studies</li> <li>- Children are encouraged to develop their own thoughts about an era of time through the use of topic and auxiliary questions</li> </ul>
<b>Compassionate</b>	<ul style="list-style-type: none"> <li>- Children are taught about different civilizations that help them to understand how and why people are different</li> <li>- Children are taught about the similarities in different civilizations</li> <li>- Children compare their own lives to the lives of the past</li> </ul>
<b>Connectors</b>	<ul style="list-style-type: none"> <li>- In Year 5, children attend the local museum to look at artefacts from the local area</li> <li>- Artefacts are loaned out from Chertsey and Spelthorne museum to enable to children to see what the past was like in the local area of the school</li> <li>- Children in Year 6 study the House of Windsor and their impact on society, as part of a local area study</li> <li>- During a variety of topics, old maps are used</li> <li>- Children are often encouraged to compare their own lives to that of the past, and think about what is similar in different civilizations</li> </ul>
<b>Explorers</b>	<ul style="list-style-type: none"> <li>- Through the use of topic and auxiliary questions, children are encouraged to explore the past through artefacts and sources</li> <li>- Children have the ability to touch and hold artefact of the past</li> </ul>
<b>Inclusive</b>	<ul style="list-style-type: none"> <li>- Through the use of creativity within the history classroom, all learners are able to develop their understanding in history and demonstrate this in a way that is tailored to them</li> <li>- The variety of sources and artefacts both owned by the school and loaned enables all children to access the learning</li> <li>- The use of key concepts throughout the school enable all learners to understand what is being studied</li> </ul>
<b>Independent</b>	<ul style="list-style-type: none"> <li>- Children ask their own questions of the past, and investigate these</li> <li>- Through KWL grids children articulate what they would like to learn about through the topic</li> <li>- Developing the historical enquiry skills to help them understand artefacts that they are investigating</li> </ul>
<b>Thinkers</b>	<ul style="list-style-type: none"> <li>- Class discussion about what each person has found through their investigation</li> <li>- Questions to challenge children's understanding</li> <li>- Developing critical understanding when thinking about the reliability of sources</li> </ul>