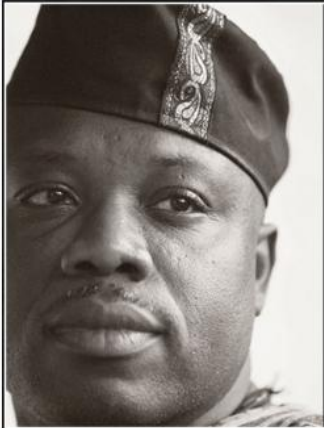


Honeywell Junior School HISTORY



First steps are always the hardest but until they are taken the notion of progress remains only a notion and not an achievement.

— Aberjhani —

A high-quality History curriculum embeds our Rights Respecting values by enabling our pupils to be **proud of their individuality** whilst developing **respect and tolerance** for all. It enables our pupils to become caring young people who have the skills to live in modern Britain as responsible citizens, who understand themselves, the world, and know that they can be active participants in shaping the future. We provide a broad and balanced view of the past, working with members of the school community and relating our work to the cultural climate of the day.

Using different historical eras, the children investigate how different historical perspectives have impacted people's lives, both in Britain and the wider world, and brought about change. They include the big overarching historical ideas to help pupils compare, contrast and identify lessons and change. So, for example, a child might see where the Ancient Egyptians settled in Year 3 and then revisit these reasons and compare them with the Anglo Saxons, then revisit and compare in Year 4 with Early Islamic civilisations, in Year 5 with the Victorians and Ancient Greeks and so on. In keeping with understanding British values, including Democracy, pupils explore power and rule across the ages from the earliest civilisations to the local area today.





- By the time they leave us our Honeywell pupils are able to:
- 🌳 build up their understanding of key periods of time from around the world and key events in our local history
 - 🌳 use artefacts, photographs and digital resources, as well as taking advantage of the wealth of museums, places of historical interest and people, easily accessed from our school
 - 🌳 understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
 - 🌳 understand the methods of historical enquiry, including how evidence is used rigorously
 - 🌳 make historical claims, and discern how and why contrasting arguments
 - 🌳 make interpretations of the past that have been constructed
 - 🌳 gain historical perspective by placing their growing knowledge into different contexts
 - 🌳 understand the connections between local, regional, national and international history and between short- and long-term timescales

We make sure we also access the wealth of resources that our local community and London has to offer. They have a wealth of cultural and heritage venues. We support the London Curriculum's educational model – Discover, Explore and Connect to create learning experiences that are both exciting and well-structured. For example, to understand how our knowledge of the past is constructed from a range of sources and to revisit their learning from Year 2, Year 6 investigate how the rebuilding of London took place after World War 2 by talking with members of the local community, watching film set in that time and today, photographs and documents before and after and visiting key sites and comparing what secondary sources were available to research the Great Fire of London.



BOMB CRATER, BALHAM STREET, LONDON 1940
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