

Diversity Audit Tool

Subject HISTORY

Subject leader : Melissa Wilcock

Indicators of Good Practice	Evidence
British history is related to events in other countries and set within a global context.	Romans (Year 4- <i>Roman Empire- British Resistance</i>) Vikings (Year 5- <i>Origins of the Vikings</i>) Islamic Civilisation (Year 5- <i>Impact on Golden Age</i>).
The social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world, is taught.	Stone Age (Year 3- <i>Obtaining food and tools used, settlements and lifestyle</i>), Egyptians (Year 3- <i>Beliefs of the Egyptian Gods</i>) Romans (Year 4- <i>Roman beliefs</i>) Greeks (Year 4- <i>Beliefs</i>) Anglo Saxons (Year 5 <i>Beliefs, Lifestyle</i>) Vikings (Year 5 <i>Beliefs of the Vikings</i>). Civilisation (Year 5 <i>Medical care</i>)
Differences and similarities between historical experiences of diverse communities and countries are explored.	Egyptians (Year 3 <i>Achievements of first civilisations</i>) Greeks (Year 4 <i>Similarities and Differences for people living in Sparta</i>) Islamic Civilisation- Year 5 (<i>Compare the Golden Age of Islam with the Dark Ages of Europe</i>)
The movement and settlement of people feature as recurrent themes in British and world history.	Stone Age (Year 3- <i>Settlements and lifestyle changed from the Stone Age to the Iron Age, Cheddar Gorge Man</i>) Egyptians (Year 3 <i>Importance of the River Nile for Settlement</i>) Romans (- Year 4 <i>Expansion of the Roman Empire Ivory Bangle Lady, Beachy Head Lady,)</i> Anglo Saxons (Year 5- <i>England was divided into different kingdoms</i>) Vikings (Year 5- <i>Viking invasions</i>) Industrial Revolution (Year 6 <i>Movement of people from the village to the city for work impact of Victorians on anti slavery movement, Successfulness of slavery on the Industrial Revolution.))</i>
Pupils have the opportunity to develop their understanding of historical struggles for rights, equality and justice in different societies.	Bessie Coleman- (Year 1 <i>African American women not accepted to flight school</i>) Mae Jemison (Year 2 <i>First African American female to travel to space</i>) Matthew Henson (Year 2 <i>African American Explorer not recognised for his achievement of reaching the North Pole first.</i>) Egyptian (Year 3- <i>Pharaohs</i>) Greeks (Year 4- <i>Democracy in Ancient Greece, Ancient Greek Olympics</i>). Romans (Year 4- <i>Expansion of the Roman Empire</i>). Anglo Saxon (Year 5 <i>Fall of the Roman Empire</i>) Vikings (Year 5 <i>Viking invasions</i>) Crime and Punishment (Year 6 <i>Anglo Saxons- Modern Day, Norwell Roberts – First Black Police Officer to join the London Met Police</i>)
Pupils' own experiences and those of their families and communities are drawn on to illustrate historical subject matter.	Family (Reception- <i>Talking about who is in their family</i>) Toys (Reception <i>Comparing toys from in the past to now – speaking to parents and grandparents</i>). History of Standish (Year 1- <i>Asking parents/ grandparents what it was like</i>) Queen Elizabeth Year 2- (<i>Platinum Jubilee and Queen’s funeral</i>). Neil Armstrong (Year 2- <i>Speaking to Grandparents about the Moon landing</i>). Trips: Year 2- <i>Staircase House Great Fire of London</i> , Year 3- <i>Liverpool World Museum- Egyptians</i> , Year 4- <i>Dewa Romans Chester</i> , Year Anglo Saxon Workshop, Year 6- <i>Quarry Bank Mill Industrial Revolution.</i>