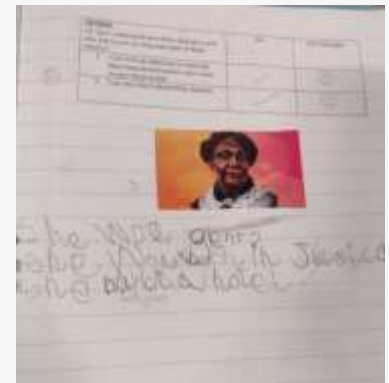
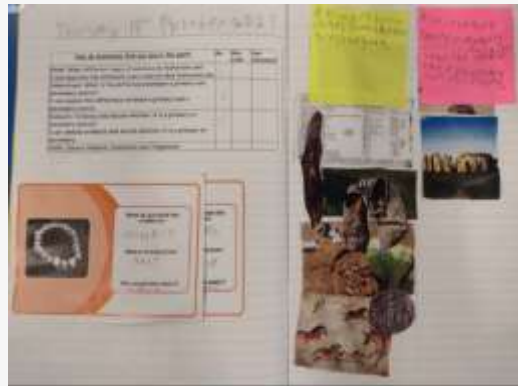


History



Vision

Our aim in school is to ensure we truly understand the pupils we teach.

Our school values

We believe in ourselves and each other.

We all belong in our community.

Everyone becomes the best they can be.

Longford Park is a school for pupils with identified social, emotional and mental health difficulties, and its policies must reflect this. Whilst this is a primary diagnosis for the majority of pupils here, our pupils can be best summarised as having 'multiple vulnerabilities'. Due to the nature of the difficulties experienced by all of our pupils, the curriculum has to be flexible and adaptive to individual needs.

A great deal of emphasis is placed upon the social and emotional development of the pupil, the ability to co-operate, share, to tolerate each other, respect themselves and each other and to contribute to a positive atmosphere within the school. The school is dedicated to creating a safe and secure learning environment with the intention of raising the pupils' self-esteem and eradicating any feelings of worthlessness and failure. In order to reach these goals, the school encompasses a variety of teaching methods and learning styles.

The curriculum provided is flexible in its approach and delivery. This is to facilitate learning at all levels, accommodating pupils who have not had recent experience of the National Curriculum. In response to this, each overview for the core curriculum areas is a basic framework from which to work from so as to allow for the needs of a changing pupil population.



Aims

At Longford Park School, the curriculum is designed to recognise children's existing knowledge. Within each subject, we have identified a very succinct outline of the knowledge that pupils need to acquire by the end of each year. As a result of careful planning, pupils consistently relate back to previous learning when exemplifying learning related to their current topics or themes. Through carefully considered first hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our curriculum is a powerful vehicle utilised to maximise the potential of each individual and overcome all barriers to learning.



Our Curriculum Drivers



Believe, Belong, Become



Problem solving



*Mental health
and well-being*



Vocabulary



Our Curriculum Drivers



Believe, Belong, Become

In order for our pupils to Believe, Belong, Become, our curriculum offers opportunities for pupils to express themselves appropriately in various different ways; therefore developing their emotional intelligence alongside their academic skills. When pupils feel unsettled, they need to have reassurance from their key adult to help with emotional regulation. Using psycho-educational interventions from their Class Team, pupils are able to receive the bespoke support they need to so that pupils are ready to learn.

We have the same academic aspirations for our pupils as our mainstream friends, so pupils are expected to learn the National Curriculum, but with lessons that are tailored to the needs of pupils. To do this, we have to make sure pupils understand how their learning now links to their future. Pupils, parents and staff are expected to have the highest possible aspirations for their futures.

We believe in ourselves and each other, we belong to our school's community and we become the best we can be.

Problem solving

Enabling children to express themselves supports their wellbeing. Social skills and the ability to communicate and cooperate with others is also a key life skill which our children need support to develop in order to feel a sense of belonging throughout their lives. We feel our pupils greatly benefit from learning the key Mathematical and English skills through real-life activities, for example shopping, café, cooking or role play situations within school. This will help pupils to see the purpose of their learning whilst also motivating them and enabling them to learn life skills at the same time.

Finding answers for ourselves makes learning exciting!



Our Curriculum Drivers



Mental health and well-being

Discussing mental health and well-being is a part of daily life at LPS, for staff and pupils. As well as recognising what we can do to help ensure good mental health, it is important pupils can recognise the full spectrum of their own emotions and have the appropriate, age-related

vocabulary to discuss these. Well-being is taught about within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. This begins in EYFS and develops through to Year 6. The intention of our work in this area is to prepare our pupils for the opportunities, responsibilities and experiences of adult life.

We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils, taking into account their SEMH and complex needs.

I understand I might experience different emotions at different times and can use the words to talk about how I feel.

Vocabulary

When teaching vocabulary, it is important for pupils to learn the meaning of the word. This is called semantics. Pupils also need to learn the sound pattern, which is called phonology. Once pupils are confident in using the words, they then need to learn how to write it down. This is called orthography. Using appropriate vocabulary is useful for not only academic progression, but this is also essential for the acquisition of inter-personal skills.

It's important I learn the right words so that people understand what I say. This is important not only for me when I speak, but also when I write.



Important Terms

Curriculum drivers shape our bespoke curriculum. They are derived from evaluating the SEN and themes of our pupils, our beliefs about addressing barriers to learning, mental health awareness and our core values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities underpinned with mental health understanding.

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for children's experiences to bring learning to life.

*Our curriculum distinguishes between subject topics and **golden threads**. Curriculum threads are the specific aspects of subjects that are woven throughout the subjects to build and strengthen the concepts being taught and reinforce progression over time.*

Vocabulary is how we teach pupils to learn about words; including mental health and subject specific vocabulary. We enable pupils develop the language and interpersonal skills needed throughout life.

Core values are how we underpin the curriculum with the believe, belong, become core values. We believe in ourselves and each other, we belong to our school's community and we become the best we can be. Pupils can reflect daily on how their SEMH need has been addressed by linking to the core values.

Mental health is how our specialist teaching of SEMH supports the learning of individuals who have SEMH needs through teaching useful strategies, such as; social skills, emotional wellbeing, and mental health. Teaching children how to recognise the signs of positive and problematic mental health and knowing how to get the support in an effective way.

Problem solving is engaging with our pupils at the initial signs of encountering a problem. SEMH needs may manifest through challenging behaviour or low mood. Our specialist teachers maximise the potential of children by working with them to overcome their barriers to learning, and on how recognising and explicitly teaching the specific skills needed to support identified individuals.

Pedagogy is the method and practice of teaching, especially as an academic subject or theoretical concept. Staff have a shared pedagogy of supporting children with SEMH and complex needs and core values that align with a unique skill set and understanding for our pupils, often fed by latest research and up-to-date training.



Intent

At Longford Park School, we believe that the study of History impacts not only on cognitive and language development but also on the child's social and moral development. We believe that History also helps to develop a child's sense of being and belonging to a community.

History is about the study of past societies and why societies have changed. This involves looking at social, political and economic factors and how these affected the lives of all people within a society.

In learning about the past, pupils will encounter different sources of evidence. By using these, pupils will learn to deduce information. They will also need to question the historical value and worth of the sources used. In doing this, experiences and opportunities will occur to develop other skills. Language skills will be developed through speaking, listening, reading, writing and the use of drama & stories.

Pupils will also have to classify, sort and present a variety of data.

At Longford Pak School, we believe that History is an active study of the past, which maintains a relevance to today's life. In teaching History, we aim to develop:

- an awareness of the past and how it differs from the present.*
- understanding of the different periods in History and make links across these periods.*
- skills of historical enquiry and interpretation of evidence.*
- utilise wider English skills, including communication skills and the presentation of ideas.*



Implementation

Our History curriculum is bespoke to Longford Park and is designed to be relevant and meaningful to our pupils. We have six 'Golden Threads' that run through out our curriculum:

- Monarchy and power
- Civilisation
- Invasion and settlement
- Migration and Diversity
- Lifestyle and Circumstance
- Legacy

All children are given a Knowledge Organiser at the start of each new topic. This gives them key vocabulary, key dates as well as questions they will be answering. This supports children to talk about their learning and make links with previous learning.

We follow a two year rolling curriculum to avoid repetition for children in mixed age group classes.

Where possible, our History Topics are linked with our Geography Topics.

Viking Invasion of Britain		Golden Threads		
Key Vocabulary	Timeline of Key Events	Migration and Diversity	Legacy	Invasion and settlement
post prehistory long ago before/after calendar yesterday present century ancient civilization chronology change significance discovery diversity immigration revolt archaeological Viking raid invasion longhouse Berserker's long ship Odin rival kings Scandinavia Danelaw territory invasions Jutes conquered	Viking Timeline <p>400 The first Viking settlement in England.</p> <p>410 The first Viking raid on the British Isles.</p> <p>449 The first Viking settlement in the north of England.</p> <p>479 The first Viking raid on the British Isles.</p> <p>485 The first Viking settlement in the north of England.</p> <p>499 The first Viking raid on the British Isles.</p> <p>500 The first Viking settlement in the north of England.</p> <p>510 The first Viking raid on the British Isles.</p> <p>520 The first Viking settlement in the north of England.</p> <p>530 The first Viking raid on the British Isles.</p> <p>540 The first Viking settlement in the north of England.</p> <p>550 The first Viking raid on the British Isles.</p> <p>560 The first Viking settlement in the north of England.</p> <p>570 The first Viking raid on the British Isles.</p> <p>580 The first Viking settlement in the north of England.</p> <p>590 The first Viking raid on the British Isles.</p> <p>600 The first Viking settlement in the north of England.</p> <p>610 The first Viking raid on the British Isles.</p> <p>620 The first Viking settlement in the north of England.</p> <p>630 The first Viking raid on the British Isles.</p> <p>640 The first Viking settlement in the north of England.</p> <p>650 The first Viking raid on the British Isles.</p> <p>660 The first Viking settlement in the north of England.</p> <p>670 The first Viking raid on the British Isles.</p> <p>680 The first Viking settlement in the north of England.</p> <p>690 The first Viking raid on the British Isles.</p> <p>700 The first Viking settlement in the north of England.</p> <p>710 The first Viking raid on the British Isles.</p> <p>720 The first Viking settlement in the north of England.</p> <p>730 The first Viking raid on the British Isles.</p> <p>740 The first Viking settlement in the north of England.</p> <p>750 The first Viking raid on the British Isles.</p> <p>760 The first Viking settlement in the north of England.</p> <p>770 The first Viking raid on the British Isles.</p> <p>780 The first Viking settlement in the north of England.</p> <p>790 The first Viking raid on the British Isles.</p> <p>800 The first Viking settlement in the north of England.</p> <p>810 The first Viking raid on the British Isles.</p> <p>820 The first Viking settlement in the north of England.</p> <p>830 The first Viking raid on the British Isles.</p> <p>840 The first Viking settlement in the north of England.</p> <p>850 The first Viking raid on the British Isles.</p> <p>860 The first Viking settlement in the north of England.</p> <p>870 The first Viking raid on the British Isles.</p> <p>880 The first Viking settlement in the north of England.</p> <p>890 The first Viking raid on the British Isles.</p> <p>900 The first Viking settlement in the north of England.</p> <p>910 The first Viking raid on the British Isles.</p> <p>920 The first Viking settlement in the north of England.</p> <p>930 The first Viking raid on the British Isles.</p> <p>940 The first Viking settlement in the north of England.</p> <p>950 The first Viking raid on the British Isles.</p> <p>960 The first Viking settlement in the north of England.</p> <p>970 The first Viking raid on the British Isles.</p> <p>980 The first Viking settlement in the north of England.</p> <p>990 The first Viking raid on the British Isles.</p> <p>1000 The first Viking settlement in the north of England.</p> <p>1010 The first Viking raid on the British Isles.</p> <p>1020 The first Viking settlement in the north of England.</p> <p>1030 The first Viking raid on the British Isles.</p> <p>1040 The first Viking settlement in the north of England.</p> <p>1050 The first Viking raid on the British Isles.</p> <p>1060 The first Viking settlement in the north of England.</p> <p>1066 The first Viking raid on the British Isles.</p>	Who were the Vikings? 	What made the Vikings successful? 	What happened when the Vikings invaded?
	Sources Fact Sheets BBC clips Information from artefacts Songs Websites	Where were the Vikings from? 	How did the Vikings change Britain? 	Where did the Vikings invade and settle?
	What did the Vikings bring us? <ol style="list-style-type: none"> LANGUAGE Old English and Old Norse mixed and many Old Norse words became integrated into the English language. WELFARE While Viking originated in China, it was the Vikings that made it popular in the West. THE CITY OF DUBLIN The earliest recording of a settlement here was in A.D. 841, which the Vikings named "Dubh Linn" (which translates to Black Pool). 			



Long Term Plan

Click here to view our long term plan for this academic year

Monarchy and power	Civilisation	Invasion and settlement	Migration and Diversity	Lifestyle and Circumstance	Legacy
Yr 1 Why do we remember the 5th of November? How did the Great Fire change London? Who lives in Buckingham Palace? Who is in charge? (power and monarchy) ↓ Yr 3 Romans in Britain How did the Roman Empire spread? ↓ Yr 4 Why did the Vikings invade Britain? Would you rather be a Saxon or a Viking? How did England change under the Tudors?	Yr 2 How has childhood changed? How have toys changed? ↓ Yr 3 Romans in Britain How did the Roman Empire spread? What changed from The Stone Age to the Iron Age? Would you rather live in The Stone Age or The Iron Age? ↓ Yr 4 Who settled in Britain? (Anglo Saxons, Scots and Picts). How has Scotland changed? (pasts) ↓ Yr 5 Benin	Yr 2 What was the legacy of Mary Seacole? What was the legacy of Florence Nightingale? ↓ Yr 3 Romans in Britain How did the Roman Empire spread? ↓ Yr 4 Who settled in Britain? (Anglo Saxons, Scots and Picts). How has Scotland changed? (pasts) Why did the Vikings invade Britain? Would you rather be a Saxon or a Viking? ↓ Yr 5 Benin Who were the Mayans?	Yr 1 Who lives in Buckingham Palace? Who is in charge? (power and monarchy) ↓ Yr 2 What was the legacy of Mary Seacole? What was the legacy of Florence Nightingale? ↓ Yr 4 Who settled in Britain? (Anglo Saxons, Scots and Picts). How has Scotland changed? (pasts) How did England change under the Tudors? Who were the Tudors? ↓ Yr 5 Benin Who were the Mayans?	Yr 2 How has childhood changed? How have toys changed? How has the Seaside changed? How have holidays changed? ↓ Yr 3 What do the first civilisations have in common? (Inc Ancient Greece) What did the Ancient Greeks give us? ↓ Yr 4 How did England change under the Tudors? Who were the Tudors? ↓ Yr 5 Ancient Egypt The Shang Dynasty	Yr 2 Mary Seacole British Childhood Through Time ↓ We Are Britain - Seaside ↓ Yr 3 What do the first civilisations have in common? (Inc Ancient Greece) What did the Ancient Greeks give us? ↓ Yr 4 Why did the Vikings invade Britain? Would you rather be a Saxon or a Viking? How did England change under the Tudors? Who were the Tudors? ↓ Yr 5 Ancient Egypt The Shang Dynasty
Who were the Tudors? ↓ Yr 5 Ancient Egypt The Shang Dynasty How did Queen Victoria's reign change the power of the monarch? What was life like for the Victorians?	Who were the Tudors? ↓ Yr 5 Ancient Egypt The Shang Dynasty	Yr 6 Who was Allan Turing? WW2 - the suffrage movement	How did Queen Victoria's reign change the power of the monarch? What was life like for the Victorians? ↓ Yr 6 What is pre-history? What do Dinosaurs and fossils tell us about the past? Who is LS Lowry and what does he tell us about the history of Manchester? Where was Cottonopolis? Who was Allan Turing? WW2 - the suffrage movement	How did Queen Victoria's reign change the power of the monarch? What was life like for the Victorians? ↓ Yr 6 Who is LS Lowry and what does he tell us about the history of Manchester? Where was Cottonopolis? Who was Allan Turing? WW2 - the suffrage movement	↓ Yr 6 What is pre-history? What do Dinosaurs and fossils tell us about the past? Who was Allan Turing? WW2 - the suffrage movement

Where do we Belong?	
History Substantive Threads	History Disciplinary Threads
Monarchy and power Civilisation Invasion and settlement Migration and Diversity Lifestyle and Circumstance Legacy	Historical Enquiry Causes and Consequences Significance Continuity and change Similarities and Differences Interpreting History Similarity

	Autumn	Spring	Summer
EYFS A	Understanding the world: Past & Present	Understanding the world: Sequencing: Images of Stretford Mall from 1950-2023	Understanding the world: Family & class timelines
Y1A	Why do we remember the fifth of November?	How has our school changed?	Who lives in Buckingham Palace?
Y2A	How has Childhood Changed?	What was the legacy of Mary Seacole?	How has the seaside changed?
Y3A	What do the first civilisations have in common? (Inc Ancient Greece)	What changed from Stone Age to Iron Age?	What did The Romans bring to Britain?
Y4A	Who Settled in Britain? (the Anglo Saxons, Scots and Picts).	Why did the Viking Invade Britain?	How did England change under the Tudors?
Y5A	What was the Kingdom of Benin?	How did civilisations develop in Ancient Egypt?	How did Queen Victoria's reign change the power of the monarch?
Y6A	What is pre-history?	Who is LS Lowry and what does he tell us about the history of Manchester?	WW2 - Who was Allan Turing?
Y6B	What do Dinosaurs and Fossils tell us about the past?	Where was Cottonopolis?	WW2 - What was The Suffrage movement?



Impact

Each lesson is based around a question. History lessons aim to be fun and interactive using a variety of sources. We teach the children Historical Skills and empower them to investigate questions about the past and share their thoughts and ideas. The children are responsible for recording their work in their books.

Teachers track the skills demonstrated by each individual pupil on a termly basis to assess the progress made against the National Curriculum Objectives.

Children are encouraged to talk about prior learning and make links with existing knowledge.



Cultural Capital

Cultural capital, broadly, is about the values, knowledge, skills, and ideas that are valued in a given culture, society, or social group.

The Golden Threads in our curriculum were carefully selected by the school's History lead and include Diversity and Migration.

Children learn about the past and links are made to the significance and impact of the lives of the children in our school. We aim to enable children to experience trips and visits to further enhance their experience and their learning.

The History of different cultures and communities are studied including the History of our school and our local area.

Our History Curriculum aims to give the children a sense of belonging and is underpinned by our school values 'Believe, Belong, Become'



Use of Technology

Computers and iPads are used to research Historical events and for the children to find out more about the past.

Technology can be used a tool to make History more accessible to all of our learners.

It can be used to immerse children in a particular concept.

Children can use technology to help them discover information for themselves.



British Values

Democracy	Rule of Law	Individual Liberty	Tolerance	Mutual Respect
<p>Take the views and opinions of others into account when deciding upon collaborative projects or outcomes.</p> <p>Take turns and be able to work to instructions from others .</p>	<p>Understand rules relating to sensible use of equipment.</p>	<p>Understand rules relating to sensible use of equipment.</p> <p>Opportunities to express pupils' own individuality, views and ideas.</p>	<p>Work as a team.</p> <p>Discuss and reflect on each other's work constructively.</p> <p>Offer support and advice to others .</p>	<p>Offer support and advice to others .</p> <p>Discuss and reflect on each other's work constructively.</p>



Pupil Voice

We made Stonehenge out of clay. It was interesting, I like History.

I like everything about History. I enjoyed learning about The Romans.

I like watching Horrible Histories. I liked it when the man told us about The Smashing Saxons and talked so fast!

History is fun to learn because we do stuff like learning how things happened in the past.

History is actually quite good. It teaches me stuff I didn't know about the past. Sometimes it is funny.

I give History a double thumbs up because it is interesting.

