



Longford Park School

Believe • Belong • Become

History

Longford Park School

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Our school values

We **believe** in ourselves and each other.

We all **belong** in our community.

Everyone **becomes** the best they can be

Why Study History?

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. Maths and geographical skills will also be developed.

Aims and Objectives

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.

Teaching and Learning in History

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 throughout our curriculum. These are:

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

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.

The Long-Term Plan for History at Longford Park School is based upon the National Curriculum. It is topic-based and each topic will have clearly identified sub-headings: Topic, Substantive Threads, Disciplinary Threads, Curriculum Coverage, Questions, Vocabulary, Links/Cultural capital/Significance to LSP children, Trips/Books/Resources.

The teaching and learning of History in our school should be both stimulating and motivating. It should involve encouraging children to ask questions, to identify ways in which they might find the answers and then to search for those answers. We use a variety of sources of information and evidence.

Pupils should experience as wide a range of teaching and learning methods as possible, including practical activities and direct experience through historical visits and trips. Links should be made with other areas of the curriculum and culture capital considered (where possible). Teachers will link learning to previous skills learnt and build on current skills. The long-term plan indicates a clear progression of skills across the school. This gives direction to teachers about how to approach each topic as well as knowledge of what the pupils have already learnt and what they will be learning next.

Curriculum Intention:

- At Longford Park the curriculum is designed to recognise and then build upon children's existing knowledge.
- Within History, we aim to inspire the pupil's awareness of the past, develop a chronologically secure knowledge which can be seen through the key stages.
- Our bespoke curriculum offers pupils the opportunity to learn about British, local and world history.
- Evidence will be recorded in individual workbooks to demonstrate the learning of three history-based topics (one per term), with weekly lessons evidenced.
- All lessons will have a history attainment target as the focus, making cross-curricular links where necessary to enhance the outcome.
- The evidence recorded will be purposeful and demonstrate learning over time as well as a progression of skills.
- Through carefully considered and personalised first-hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.
- Evidence will demonstrate pupil's ability to know, apply and understand a variety of historical matters, skills and processes specified in the relevant programme of study in each key stage.
- Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.
- Lessons will offer opportunities for pupils to develop their social skills, their ability to communicate and work cooperatively with their peers.
- There will be little use of worksheets with a more personalised approach and creativity used to create the pupil's workbooks, which is pupil driven.
- History will be assessed and monitored to keep a record of skills and progression over time.

How will we implement our History curriculum?

- 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.
- History books reflect the ability range within the class. Inclusion and pupil voice are paramount.
- Resources will be used to aid pupils, who may prefer a visual, auditory or kinaesthetic approach to their learning.
- Books evidence a minimum of one lesson per week.
- Ongoing monitoring and assessment will help teachers to make decisions about next steps for pupils.
- Questions will always be encouraged. Opportunities will be given for pupils to find their own answers using a range of sources.
- Following the marking policy, the level of support given will be clearly indicated.
- Each term, teachers will pass on their whole class set of books for scrutiny by the History subject lead.
- Pupils will be encouraged to work independently.
- Tasks will build on prior learning. A clear learning journey will be evidenced within pupils' books.
- All learning will be purposeful.
- Pupil talk relating to learning will be encouraged. This will be modelled to less confident pupils.
- Adults will be engaged with pupils. This may be to help with academic learning or to aid pupils who are dysregulated.
- Lessons will incorporate life skills that pupils need to use in their wider experiences.
- A clear plan will be set in advance by the teacher, but this will be adapted to consider the needs and views of the pupils.
- Pupils who are ready to learn will be focused, engaged and enthusiastic.
- Mistakes will be encouraged within a 'growth mind-set'. Adults will encourage risk taking and support pupils to find their own answers.
- All photographs will be accompanied by a written explanation by pupils. This will be completed independently by more able pupils. Less able pupils will have their thoughts scribed by an adult and the pupil will then copy this into their book dependent on Key Stage and writing ability of the pupil.
- Unless working in a group to complete an activity, only photographs of the pupil should be recorded in that child's workbook.
- Children's workbooks will demonstrate uniqueness and creativity to achieve the lesson objective. There will be limited use of worksheets.

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.

By the end of Key Stage 1, children will be able to:

- Show an increasing sense of the passing of time by making distinctions between past and present and by ordering events and objects.
- Demonstrate factual knowledge and understanding of people and events beyond living memory.
- Give reasons why people in the past acted as they did.
- Ask and answer simple questions about the past on the basis of simple observations, using visits, books, artefacts, etc.

By the end of Key Stage 2, children will be able to:

Demonstrate increasing knowledge to make links between different periods in History.

- Describe events, people and offer reasons for changes and describe the result of such changes.
- Obtain information from a source, develop their own questions and enquiries and draw conclusions.
- Comment on why differences occur in sources and be able to present and communicate their own research on databases and use the Internet to investigate the past.

Inclusion

All children should have access to History, therefore work and activities will be differentiated accordingly to ensure that children of all abilities participate to their full potential. Consideration will be given to language, resources and artefacts used. When planning visits, physical abilities will be considered.

Where applicable, children will be given the opportunity to carry out their own enquiries independently or in a group of equally talented pupils. They should also be encouraged to evaluate their own work.

Assessment

Learning outcomes in each unit show how children can demonstrate what they have learned. Pupils' work should serve as a record of their achievements. The workbook evidence will demonstrate broad descriptions of achievement within each year.

These should help teachers identify the progress of each pupil. Monitoring of skills assessments should be made about the progress of each pupil at the end of each term, and should be used to inform the next teacher and parents of the pupil's progress. Through the school's involvement in the TTSA subject leaders' network, the subject leader will engage with cross-school discussions and moderation opportunities to ensure effective assessment in this area.

Equal Opportunities

History can develop children's understanding of equal opportunities by developing their knowledge of local, national and international History. At Longford Park School we believe that History should reflect the lives of all members of society. In so doing, we provide children with a balanced view of History on which they can draw interpretations and conclusions. This promotes tolerance and understanding of different cultures and societies.