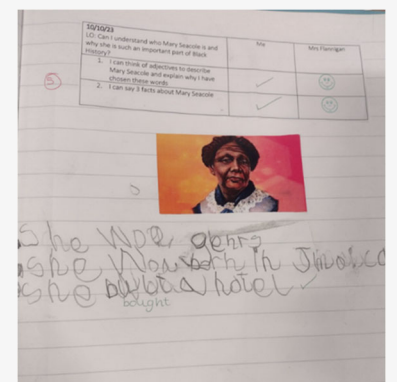
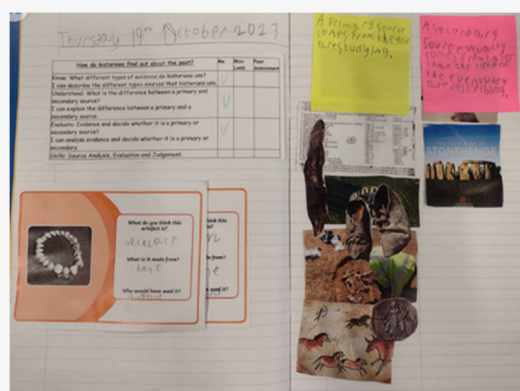


History



Longford Park School

Believe • Belong • Become

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.



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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.



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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 Park 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.*



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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.



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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 fifth 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? Yr4 Who settled in Britain? (Anglo Saxons, Scots and Picts). How has Scotland changed? (pics) Yr5 Benin	Yr 2 What was the legacy of Mary Seacole? What was the legacy of Florence Nightingale? Yr3 Romans in Britain How did the Roman Empire spread? Yr4 Who settled in Britain? (Anglo Saxons, Scots and Picts). How has Scotland changed? (pics) Why did the Vikings invade Britain? Would you rather be a Saxon or a Viking? Yr5 Benin Who were the Mayans?	Yr1 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? Yr4 Who settled in Britain? (Anglo Saxons, Scots and Picts). How has Scotland changed? (pics) How did England change under the tudors? Who were the Tudors? Yr5 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? Yr5 Ancient Egypt The Shang Dynasty	Yr 2 'Mary Seacole' 'British Childhood Through Time' 'We Are Britain - Seaside' Yr3 What do the first civilisations have in common? (Inc Ancient Greece) What did the Ancient Greeks give us? Yr4 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? Yr5 /Ancient Egypt The Shang Dynasty
Who were the Tudors? Yr5 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 Mayans? Yr5 Ancient Egypt The Shang Dynasty	Yr6 Who was Allan Turning? WW2 - the suffrage movement	How did Queen Victoria's reign change the power of the monarch? What was life like for the Victorians? Yr6 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 Turning? 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?	Yr6 What is pre-history? What do Dinosaurs and fossils tell us about the past? Who was Allan Turning? 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 Turning?
Y6B	What do Dinosaurs and Fossils tell us about the past?	Where was Cottonopolis?	WW2 - What was The Suffrage movement?



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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.



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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'



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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.



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British Values

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



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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.



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