

*A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.*

*National Curriculum 2014*

## Intent

At Longford, we aim for our History lessons to inspire our pupils and give them a real thirst for historical knowledge and understanding.

We aim to deliver a high quality curriculum that teaches our pupils to understand the history of Britain and the influence from the wider world. As children progress through Longford, we aim to develop their historical skills and knowledge through carefully planned enquiry led learning. We continually revisit and review the historical skills we are instilling in our pupils to create a real love of history. We develop this love of history by enriching their learning with educational visits and experiences in school.



## Implementation

History is taught in a block of lessons across the school enabling children to develop their historical skills as well as deepen and broaden their historical knowledge. History may be touched upon in cross curricular opportunities.

We follow the National Curriculum and use a variety of artefacts, visits and resources to engage children's curiosity. Within lessons, they are encouraged to question the past, use age appropriate vocabulary and develop their historical knowledge and skills. Lessons start with an activity to revisit and review previous learning in order to embed knowledge and skills previously taught.

## Impact

History teaching should engage children and give them a thirst for knowledge of the past and to continue to question what they know and what they would like to know. The use of artefacts, primary and secondary resources should be used to develop and reinforce historical skills and drive enquiries. Through high quality enquiry based history lessons, children will think historically and gain a deeper understanding.

Through careful monitoring and feedback we aim to raise standards and develop a range of knowledge and skills in our children.



## Knowledge, Understanding & Skills

Year group	National Curriculum	Knowledge	Concepts	Enquiry
KS1	<p>Events Beyond Living Memory</p> <p>Lives of significant individuals</p> <p>Change within living memory – Changes to local area</p>	<p>Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.</p> <p>Know where people and events fit within a chronological framework.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>Identify similarities and differences between ways of life in different periods. Study changes within living memory.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.</p> <p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p>	<p>Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.</p> <p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p>
KS2	<p>Stone Age to Iron Age</p> <p>Ancient Civilizations – Ancient Egypt</p> <p>The Roman Empire and its impact on Britain</p> <p>The Mayan Civilisation</p> <p>The Vikings in Britain</p> <p>Thematic Post 1066</p> <p>Local History – Cannock</p> <p>Ancient Greece</p> <p>The Anglo Saxons (</p>	<p>LKS2: Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth. Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>UKS2: Establish clear narratives within and</p>	<p>LKS2: Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. Address and devise historically valid questions about cause. Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.</p> <p>UKS2: Address and devise</p>	<p>LKS2 &amp; UKS2: Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>

	<p>Britain's settlement by Anglo-Saxons and Scots)</p> <p>Early Civilizations</p>	<p>across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p>	<p>historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. Address and devise historically valid questions about cause. Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.</p>	
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