



Work Together, Learn Together, Grow Together

At Langdale Primary School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs.

Curriculum statement for the teaching and learning of History

<b>INTENT</b>	<p>The Langdale Primary School history provision develops a passion for history and an enthusiastic engagement in learning across the year groups. All pupils, no matter what their needs or starting points, will explore the past, developing their own historical curiosity and understanding of why the past can be interpreted in different ways. They will enjoy learning about a range of periods from history, gaining an understanding of a variety of historical concepts and processes. They will learn to think like a historian, challenging their own and other's views and preconceptions through appropriate and accurate historical enquiry; using a range of sources including quality teaching, trips, visits and themed days. Our curriculum will encourage children to explore topics and themes through methods such as thoughtful discussion, questioning and analysis. As a result of this, Langdale's pupils will leave with the skills to understand the complexity of people's lives and identify themes and patterns through history as well as linking these to the challenges of their time.</p>			
<b>Underpinned By</b>	<b>Chronological Understanding</b>	<b>Vocabulary</b>	<b>Questioning</b>	<b>Knowledge</b>
	<p>Langdale pupils will understand the chronology of England and parts of the wider world, establishing links to identify patterns in History.</p>	<p>Langdale pupils will understand and use appropriate topic vocabulary.</p>	<p>Langdale pupils will learn to question sources from history, developing their enquiry skills.</p>	<p>Langdale pupils will develop their knowledge of a range of periods through history, making purposeful links between them.</p>

<b>Implementation</b>	<p><b>Chronological Overview.</b> Enquiries are placed within the context of the wider timeline that is built upon progressively throughout the school.</p>	<p><b>Enquiry Based Learning.</b> Learning will be focussed on answering a specific enquiry question aimed at developing pupils' historical skills.</p>	<p><b>Rosenshine's principles</b> are applied to support pupils through reviewing key knowledge and retrieving key knowledge. Modelled and scaffolded learning is used to support all pupils towards the history expectations.</p>
	<p><b>Local links.</b> Where possible, links will be made to the history of the local community to develop the children's sense of perspective.</p>	<p><b>Thoughtful Questioning</b> that encourages deeper thinking and the consideration of other viewpoints.</p>	<p><b>External Stimuli.</b> Through trips and visits, children will be given the opportunity to develop their skills and knowledge beyond the classroom.</p>

<b>Impact</b>	<p>At the end of each year, pupils have gained a deepening understanding of chronology, historical vocabulary and the ways in which the past can be communicated. Their conceptual understanding develops to make links between themes. They are increasingly curious which allows them to debate upon and reflect on their own lines of enquiry and interest areas.</p>			
	<p><b>PUPIL VOICE</b> Through discussion and feedback, children talk enthusiastically about their history lessons and show a genuine curiosity and interest in the areas they have explored.</p>	<p><b>EVIDENCE IN KNOWLEDGE</b> Pupils can make links between the different themes and recognise the similarities and differences. They know about key events and people as they build an overview of the world.</p>	<p><b>EVIDENCE IN SKILLS</b> Pupils use acquired vocabulary to interpret and convey their understanding of the past. They can analyse and interpret information in order to question and reflect on the legacies.</p>	<p><b>BREDTH AND DEPTH</b> Teachers plan opportunities for pupils to study across concepts and deepen their conceptual understanding in aspects of particular historical value. Pupils have the confidence and are inspired to further their knowledge.</p>