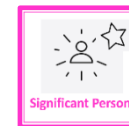
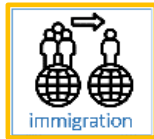




Longwick History Curriculum

Civilisation & Culture Immigration Innovation & Invention Invasion Beliefs & Culture Rulers & Power Settlement Significant Person Land use Significant Event



Intent

History at Longwick enables children to **think like historians**: asking questions, weighing evidence, and developing interpretations about people and events from the past. Through rich **disciplinary knowledge**, children learn how historians investigate sources, construct arguments, and explain change over time. Alongside this, **substantive knowledge** gives children a secure understanding of **significant periods, people, civilisations and turning points** that have shaped Britain and the wider world.

Children learn to **interpret the past** using artefacts, images, accounts and stories, developing confidence to express their ideas through oracy, discussion and debate. Children use **precise historical vocabulary** to describe continuity and change, cause and consequence, similarity and difference, and the complexity of past lives. The curriculum helps children understand **how Britain has changed**, how communities and cultures have developed and how global events continue to influence the world they live in today. Key concepts are threaded throughout the curriculum to build continuity and progression from Reception to Year 6. By exploring inter-connected themes, children build an understanding of how human choices, discoveries and interactions have shaped societies across time.

Our curriculum actively promotes **British Values** by helping children understand democracy, individual liberty, mutual respect and the rule of law in meaningful, age-appropriate ways. Children learn to appreciate and celebrate the **diversity of cultures, beliefs and identities** that shape modern Britain, developing empathy and respect for others. Through discussion, stories and real-world examples, children explore how race, culture and heritage contribute to who we are as individuals and communities. This builds a strong foundation for core values that help them grow into thoughtful, inclusive citizens who understand their place in a diverse and interconnected world.

History supports our school vision by helping children recognise their place in the world, understand the experiences of others, and appreciate how our school values: **curiosity, perseverance, respect and responsibility** have been lived out across different eras. Through studying how life has changed—and continues to change—children develop a sense of identity, empathy and curiosity, understanding that history is not only about the past, but also about the decisions we make today and the future we are shaping. As children build this understanding of change, identity and perspective, they begin to see how their own choices shape the communities they belong to. History equips them with the confidence to question, to empathise and to contribute positively to the world beyond Longwick. These skills help them **Grow** in knowledge, **Flourish** in character and ultimately **Fly** as thoughtful, informed young people ready to navigate an ever-changing society.

Inclusion

History at Longwick is inclusive by design, enabling every child to think, speak and behave like a historian. Teachers build learning on secure **prior knowledge** and explicitly teach vocabulary so pupils can describe continuity and change, cause and consequence and similarity and difference with confidence. Visual supports, sentence stems and structured talk routines ensure children with SEND can participate fully in discussion, debate and interpretation. Creative approaches such as drama, role play and artefact handling provide accessible entry points for all learners, allowing pupils to explore perspectives and express understanding in varied ways. Adaptations are planned proactively so every child can investigate sources, weigh evidence and build interpretations, developing empathy, curiosity and a strong sense of identity within the past.

Implementation

Our History curriculum is designed to be chronologically progressive. Through cross-curricular learning, units are carefully sequenced so children revisit and deepen key concepts such as invasion, exploration, innovation and invention, Enquiry questions guide each unit, helping children build knowledge cumulatively and apply disciplinary thinking with increasing independence.

History is the 'main subject driver' in Autumn and Summer terms around which all other subjects are linked where appropriate. Key concepts thread through each year to provide children with a consistent set of big ideas that they revisit every year, so learning connects across year groups, builds depth over time and children remember more over time.

In Spring term, children learn about 'People who shook the world' as a secondary subject to Geography, providing the opportunity to learn about to a key historical person and event linked to the Geography theme. By doing this, we aim to ensure that the children see how people, places and environments connect, making learning more coherent, memorable and relevant.

History at Longwick is taught through rich enquiry where children learn to think, speak and behave like historians. Teachers model historical thinking explicitly, showing children how to ask questions, weigh evidence and build interpretations using a wide range of sources.

1. **A creative approach** underpins our History teaching. Children learn through practical, experiential and imaginative activities that help them step into the past and explore different perspectives. Creative arts such as drama, role-play, art and music, aims to make abstract concepts concrete and memorable. Opportunities for **outdoor learning** aim to bring concepts to life. These approaches encourage children to interpret events, empathise with people from different periods and express their understanding using rich historical vocabulary. Creative learning supports deeper thinking, strengthens retention and allows children to demonstrate knowledge in varied and meaningful ways.

* **Oracy-rich teaching**

Oracy strategies are woven through every unit, so children learn to express historical ideas clearly and confidently. Teachers use structured talk routines such as Talk Trio, Echo and Build and Role-play interviews to help children rehearse vocabulary, justify opinions and explain cause and consequence. Sentence stems support children to describe continuity and change, similarity and difference and the complexity of past lives.

Vocabulary is taught explicitly and revisited through talk, drama and writing. Talking and thinking like an Historian through sentence stems is modelled and encouraged.

Class texts are linked to History units to enrich vocabulary, deepen understanding, build meaningful connections across the curriculum and give children rich, purposeful contexts for their learning.

*** Drama to deepen understanding**

Drama strategies such as hot seating, freeze frames, conscience alley, monologues , help children step into the past, explore different perspectives and examine moral choices. These approaches strengthen empathy, interpretation and vocabulary while making abstract concepts concrete and memorable.

2. Geographical links to strengthen historical understanding

Each term, History and geography are deliberately connected so children understand how people, places and environments shape each other. Teachers use maps to explore movement and migration, trade routes, settlement patterns and the impact of physical geography on human choices. Children learn how mountains, rivers, coastlines and climate influence exploration, conflict and settlement. These links help children understand how Britain has changed and how global events continue to influence the world today.

3. Using diverse sources: video, primary and secondary evidence

Children investigate the past using a broad range of sources. Digital footage from museums, archives and documentaries helps children see events, places and artefacts in context. Teachers balance this with traditional secondary sources such as timelines, maps, paintings and written accounts. Primary sources including letters, photographs, census records, artefacts and oral histories give children authentic evidence to question, compare and interpret. Teachers model how historians use these sources to construct arguments and explain change over time. Enrichment is woven through our geography curriculum, with visits to meaningful places and visitors who bring real-world expertise helping children understand historical ideas in context.

4. Outdoor learning

Outdoor learning is used when appropriate to bring history to life and strengthen children's understanding of place, environment and human activity:

- exploring the school grounds to investigate local historical features
- using the outdoor space to recreate archaeological digs with artefact replicas
- mapping historical journeys or migration routes using large-scale floor maps
- re-enacting scenes from historical accounts
- visiting local sites such as churches, farms or memorials to understand continuity and change in the community

Outdoor learning supports curiosity, collaboration and active enquiry.

5. Enrichment days and visits to places of interest

Enrichment is woven through our history curriculum, with visits to meaningful historical sites and immersive themed days helping pupils deepen their understanding of the past. Exploring places such as museums, heritage centres and local landmarks enables children to connect classroom learning with real artefacts, stories and environments. Carefully planned enrichment days bring periods of history to life through hands-on experiences, role play and expert visitors, strengthening enquiry skills and supporting pupils to make thoughtful links between different eras and the world around them.

History Assessment Framework

Prior Knowledge

At the start of each lesson, children answer a short question or complete a quick activity recalling learning from the previous lesson. This activates prior knowledge, strengthens retrieval and helps teachers identify misconceptions before new content is introduced.

End-of-Lesson Reflection

At the end of each lesson, pupils respond to a focused question drawn from the day's learning. This checks understanding, encourages historical reasoning and allows children to explain what they now know, using precise vocabulary.

End-of-Unit Showcase – “History on a Page”

At the end of each unit, children create a ‘History on a Page’ evaluation to demonstrate their cumulative understanding of a topic. Alongside historical knowledge, they can choose to include art, music, drama or other subjects. This creative approach allows children to express understanding through multiple disciplines, making history vivid and memorable.

KS1 and KS2 Progression

- KS1: present their History on a Page using drawings, captions and short sentences, showing what they have learned.
- Lower KS2 present their own version of History on a Page.
- Upper KS2: present History on a Page and have the opportunity to showcase their learning through an oral presentation, using historical vocabulary, evidence and interpretation to explain their understanding confidently.

Impact

By the time children leave us, they will have secure knowledge of significant people, periods and events that have shaped Britain and the wider world and they will be able to explain how and why life has changed over time. They will speak confidently using precise historical vocabulary, drawing on strong oracy foundations to describe continuity and change, cause and consequence and similarity and difference. Through drama strategies they will understand different perspectives and show empathy for the complexity of past lives. They will be able to investigate a wide range of evidence, using video footage, primary sources like photographs and artefacts and secondary sources such as maps and written accounts to build interpretations and justify their thinking. Outdoor learning experiences will help them connect history to real places, using fieldwork, local landmarks and mapping activities to understand how communities have changed. Strong geographical links will enable them to explain how people, places and environments influence each other. Children will recognise diversity, understand British Values and show respect, responsibility and curiosity. They will leave Longwick able to question, to empathise and to contribute positively to the world beyond school, ready to **Grow, Flourish and Fly** as thoughtful young people in an ever-changing society.