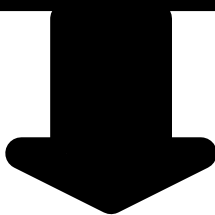


HISTORY AT LANGFORD, FULHAM, QUEEN'S MANOR, SULLIVAN AND WILBERFORCE



Our philosophy for effective teaching and learning in History is firmly based on research evidence and follows a mastery approach, where pupils acquire a deep, long-term, secure and adaptable understanding of the subject.

Strong **teacher subject knowledge** is evident in all lessons. This is supported through subject knowledge documents.

Tasks are carefully set so that children are always **thinking** about the **historical learning**.

Children are exposed to a **wide range** cultures and civilisations in order to develop a **global understanding** of history

Children use a **range of resources** to help them develop as historians - e.g. timelines, primary and secondary sources.

From EYFS to Year 6, children develop their understanding of the six macro concepts.

Trips support meaningful historical learning and help children to develop their understanding of **historical significance**.

Core knowledge and misconceptions are captured via thinking squares and conceptual questions.

Teachers provide regular opportunities for learners to **retrieve key knowledge** to ensure it is embedded in the long term memory.

All our Effective Principles of Learning apply to the teaching of history.

By the end of Key Stage 2, our pupils will have a thorough understanding of the six macro concepts— historical significance, cause, continuity and change, similarity and difference, historical evidence, and chronology.