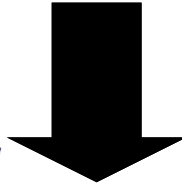


HISTORY AT LANGFORD, WILBERFORCE AND FULHAM



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.***