

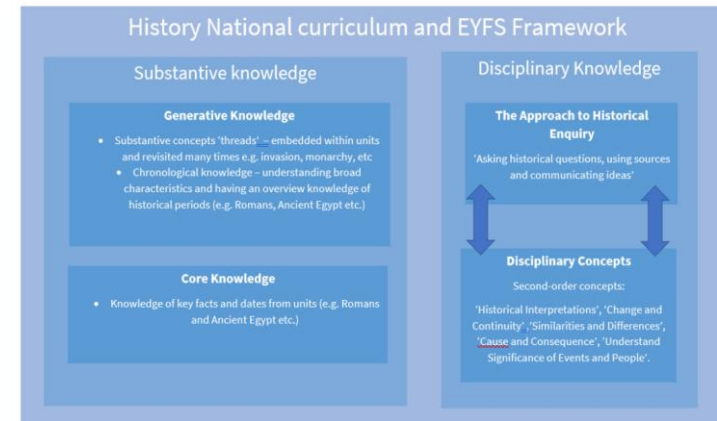
Intent

We aim to inspire the curiosity of our children by allowing them to ask questions to discover more, know more and remember more. Our curriculum enables children to develop their cultural capital by allowing children to develop the following key skills which are fundamental throughout all subjects:

- ask perceptive questions
- think critically
- evaluate evidence from a range of sources and examine arguments.

The history curriculum promotes an appreciation of our local area, Britain as a whole and the diversity of the wider world. Our learning units are a focal history enquiry questions therefore allowing children to explore a range of second order concepts.

History and English are linked using a core text for each class. These links are referenced too throughout both subjects and are interwoven on the history knowledge organiser. This allows a deeper conceptual understanding of what is being taught by relating to it in another subject.



Our progression documents allow for progression from EYFS to Year 6 in a range of areas across history from substantive knowledge, disciplinary knowledge and the use of historical sources. All of these areas are carefully planned on unit overview plans for each unit.

Assessment:

Substantive knowledge:

Using **Memory Monday** with planned recalls throughout the year enables knowledge to embed into long-term memory which is then recorded on a whole school spreadsheet.

Disciplinary knowledge:

Assessment record outlines the second order concepts and is passed onto the next teacher.

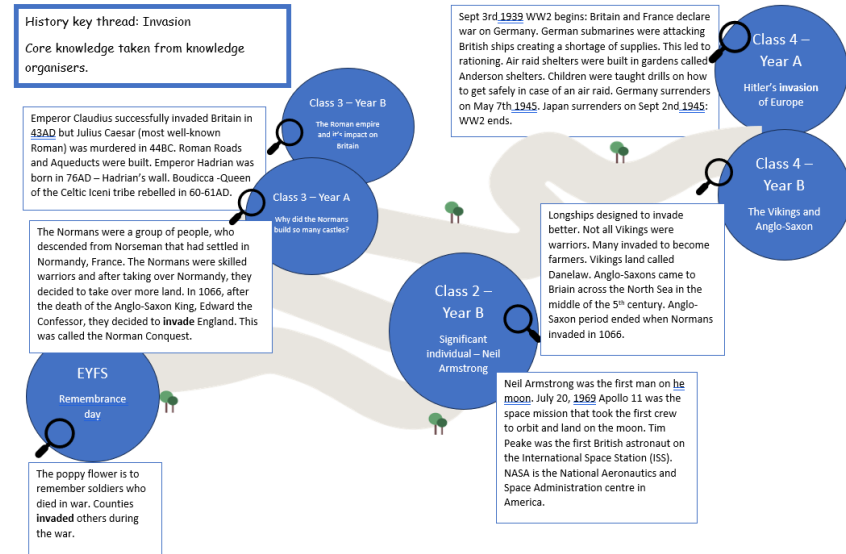
Historic England – Heritage Schools Award

At Lothersdale Primary School we acknowledge our local heritage and its significant by ensuring that:



- Children develop a sense of pride in where they live
- Children understand their local heritage and how it relates to the national story
- Teachers are more confident in making effective use of local heritage resources in delivering the curriculum
- Local historic context is embedded into the school's curriculum
- Parents are engaged in their children's learning
- Communities are more deeply involved in the life of the school



First order concept:



Knowledge organiser example:

Lothersdale Primary School Knowledge Organiser		
Learning Challenge: Would you have enjoyed life if you were a Victorian child?		
History	Phase: LKS2	Strand: Local history study: Victorian Skipton
<p>National Curriculum Objective/s</p> <p>A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1064</p> <p> leisure and entertainment – what would you have done after school 100 years ago?</p>	<p>Core Knowledge</p> <p>At the start of the Victorian era, children could be sent to work at a young age and used as cheap labour in mines and factories.</p> <p>Parents were expected to pay for their children to go to school – many families were too poor to afford this.</p> <p>Rich children often played inside with rocking horses, toys, and board games.</p> <p>Poor children had home-made toys with everyday objects often playing outside because their homes were too small.</p> <p>At the start of the Victorian era only rich land owners were able to vote, this changed over time and in 1834 all men could vote – women had no right to vote at all.</p> <p>As manufacturing increased, more people moved to the cities to work. As a result, the streets became crowded, busy and dirty.</p>	<p>Core Text:</p>  <p>Key Vocabulary</p> <p>The Victorians The Victorians lived during the reign of Queen Victoria (1837 to 1901), this was known as the Victorian era.</p> <p>Queen Victoria Queen Victoria was the longest reigning British monarch in history, she was queen from 1837 until 1901.</p> <p>Prince Albert Prince Albert was the husband of Queen Victoria. They were married for 21 years until his death in 1861.</p> <p>The Industrial Revolution A period of change in the way products were made. During this time many factories were built which began making large numbers of things using machines powered by engines.</p> <p>The workhouse A building where very poor people in Britain used to work in exchange for food and shelter.</p> <p>Orphan A child with no living parents.</p>
<p>Learning Challenge Questions</p> <ol style="list-style-type: none"> 1. What was it like to be a child in Victorian times? 2. Why was life very different if you came from a poor family? 3. What did children learn in school? 4. What did children do for entertainment? 5. What was Skipton like in Victorian times? 6. What would you have done after school in Victorian times? 	<p>What we know already...</p>  <p>About 100 years ago, most children would have been working a full time job by the time they were 12 years old</p> <p>The town of Skipton became important for wool production but was predominately a market town, and still is today</p> <p>Skipton Castle woods was used as a promenade for pleasure – people would often take a walk after church</p>	<p>Prior Learning:</p> <p>K31 – What was Lothersdale like 100 years ago? L832 – What is it like in Keighley?</p>