



Longridge High School

Curriculum Intent History



THE BAY
LEARNING TRUST

1. Vision & Purpose

- The History curriculum supports this by giving pupils a strong understanding of past events, cultures, and ideas—helping them develop critical thinking, empathy, and a sense of identity.
- History teaches pupils not just what happened, but helps them ask *why*, make connections, and understand how the past shapes the present in the wider world.

2. Ambition for All Learners

- All pupils regardless of prior attainment, background or experience have access to a rich and challenging History curriculum. Lessons are adapted to meet the needs of all pupils. Support is provided for pupils who find it difficult, including those with SEND or English as an additional language.
- For pupils who excel, there are opportunities to explore more demanding materials and sources.

3. Knowledge & Skills Development

- Pupils at KS3 study; Norman conquests leading to the crusades, aspects medieval life, Tudors leading to English Civil Wars, British Empire moving to the French and industrial revolution. Votes for Women, and conflicts in the 1st and 2nd world war and life after 1945.
- Pupils in KS4 learn about Crime and Punishment, Early Elizabethan England and American West and finally Weimar and Nazi Germany.
- They develop skills in historiographical thinking: assessing sources, understanding bias, comparing accounts, evaluating evidence.
- Skills in chronology, causation, consequence, change over time, significance, and interpretation are developed progressively.
- Writing skills: essay writing, constructing balanced arguments, using historical vocabulary correctly; oracy via debate, discussion, and presentation of historical interpretations.

4. Sequencing & Progression

- In lower years (KS3), the curriculum introduces key concepts and periods in a coherent manner, with each unit building on prior knowledge (e.g. chronological foundation, then complexity).
- As pupils move into KS4, the content aligns with the GCSE specification: deeper thematic studies, structured revision of key periods, practice with source evaluation and exam technique.
- Regular retrieval practice and assessment ensure pupils retain core facts and can revisit earlier learning to deepen understanding.

5. Literacy, Oracy & Vocabulary

- Key terms and concepts are shared at the start of every unit of work to share common language and key terms.
- Pupils encouraged to explain their reasoning in class, debate interpretations of the past, present work to explain processes.
- Reading historical texts to build comprehension and vocabulary, including regular guided reading to develop core knowledge and understand key works and difficult concepts.

Our Vision

We aim for all of our pupils to live life in all its fullness so they can flourish spiritually, academically and personally.

- Written work: structured essays, comparative writing, explanation of historical significance.

6. Enrichment & Cultural Capital

- Enrichment activities such as history club, trips (Battlefields), to bring history alive.
- Opportunities to engage with local history to build connection with community and place.

7. Cross-Curricular Links & Real-World Relevance

- Links with English (reading of historical texts, war poetry, essays, narratives), Geography (understanding place, context, human interaction), Citizenship (migration, government, rights).
- Careers relevance: preparing pupils for roles in law, education, archives, journalism, heritage, public service.

8. Safeguarding & Online Safety

- Ensuring when using digital resources (online archives, virtual museums, images), pupils understand copyright, source reliability, safe navigation.
- Discussions about sensitive topics (war, oppression, migration etc.) are handled sensitively, with appropriate support.
- Encouraging respectful communication and understanding of differing viewpoints. History teachers encourage and develop a resilience through their teaching and learning.

9. Assessment & Impact

- Formative assessment through source-analysis tasks, class questioning, quizzes to check understanding.
- Summative assessments are in examination style, using essay questions, source comparisons, evaluations.

Our Vision

We aim for all of our pupils to live life in all its fullness so they can flourish spiritually, academically and personally.