



What History looks like at Ledbury Primary School

We plan our creative curriculum so the children build a sense of belonging and being in the world in order to become skilled citizens.

Curriculum Intent

What a History lesson looks like in our school:

- A variety of activities to provide children with the opportunity to explore what happened in the past, encouraging them to think about why these events happened, and more importantly, what we can learn from them
- Children working individually, in pairs and groups to develop key historical skills focusing on chronology, knowledge and understanding, historical interpretation, historical enquiry and organising and communicating their findings
- Historical topics to provide children with a coherent knowledge of Britain's history and that of the wider world
- The decision has been made that worksheets may be used in order to allow time to acquire skills

This is our philosophy:

- Children learning through exploration and enquiry
- Children exploring how people lived; looking for similarities and differences between different historical periods
- Children learning about the past, thinking about the effect it has had and considering how it shapes the world we live in today
- Children gaining a chronological awareness of our past

At Ledbury Primary School, History is taught in reverse chronological order to support the children's understanding of chronology. We use our historical progression skills grids to plan our teaching which are progressive and build on learning carried out in previous year groups.

This is the knowledge and understanding at each stage:

By the end of EYFS pupils will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

By the end of key stage 1, pupils will have learnt about:

- changes within living memory

	• events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. By the end of key stage 2, pupils will have learnt about: • changes in Britain from the Stone Age to the Iron Age • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • the Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 • a local history study Cultural Capital in history History is full of cultural capital opportunities and essential knowledge. Our history curriculum mirrors the National Curriculum in studying ancient history and cultures but also adds aspects we feel pupils should know about – an appreciation of human achievement and creativity. Please see our Curriculum Planner for further information.
Curriculum Implementation	This is how it works: • The whole school teaches history in the autumn term including a week dedicated to the study of World War Two and its impact on British and World history • Different periods of history are taught by each year group in reverse chronological order so that students can gain a better understanding of the impact of changes and events over time • Lessons are planned using the historical progression skills as a guide for each year group • By the time the children leave Year 6, they will have studied a broad range of topics covering important events and periods in Britain’s history and that of the wider world • Links with other areas of the curriculum are embraced to provide a more meaningful learning experience

	This is what adults do: • Plan exciting progressive lessons which build on prior knowledge based on teaching a mixture of historical skills and knowledge. • Create knowledge organisers which are used as a tool to support teaching and learning. However, there is not an expectation that every fact is learned by the children. • Create a learning environment that stimulates children's interest in the period studied using artefacts, books, photographs and sources. • Regular book scrutiny, pupil perceptions and learning walks. • Whole school professional development. • Opportunities for parents/grandparents to come in and share their experiences. This is how we support and ensure access for all children, including SEND, EAL and PP: • Work may be scaffolded so that children are able to meet the learning objective. • We use teacher and self-assessment to quickly identify those who may need more help in specific areas. • Work may be scaffolded by providing additional resources or more structure to ensure that a specific skill can be taught. • Children who have SEND or EAL needs are taught key vocabulary prior to/at the start of the topic. • Seating children alongside good role models to support one another. • By providing visual/practical prompts. • Teaching lessons using a range of different techniques e.g. videos, drama, artefacts, texts etc. This is how we challenge: • Small group work to further challenge • Open-ended tasks • Through questioning • Encouraging self-evaluation and testing of ideas
Curriculum Impact	This is what you might typically see: • A 'hook' to get the children inspired followed by a way to showcase or round up their topic • Engaged learners • Children posing questions for research • Children interpreting and reflecting on historical events making comparisons between different events • Children exploring and handling artefacts • Recounts of key events

- Children exploring different sources to help learn about what life was like and why people lived in the way that they did
- Trips or visitors coming into school to provide children with an insight into a particular event or era

This is how we know how well our pupils are doing:

- Lessons are planned based on historical skills which are specific for each year group
- Photographic and video evidence
- Displays of work with classes and around school

This is the impact of the teaching:

- Children who enjoy history
- Inquisitive learners
- Reflective learners
- Children who are able to weigh up evidence and form an opinion about events
- Children who are prepared to share what they've learnt in a variety of ways
- Children who are able to gain an insight into the chronology of events that have taken place in Britain and the wider world

Pupils develop detailed knowledge and skills and, as a result, achieve well. This is reflected in the work the pupils produce. Pupils are ready for the next stage of education. Pupils with SEND achieve the best possible outcomes from their starting point.