

What does 'History' look like at Ladybridge Primary?

1. Curriculum mapping

With the interests of our children at the forefront, we have constructed a curriculum under the broad heading of **Change Over Time** which has then been split into our 4 core threads for learning: **LOCALITY, CIVILISATIONS, CONFLICT and COMMUNICATION.**

Our threads for learning are mapped from the Early Years to Upper Key Stage 2 ensuring continuity and progression from our youngest to our eldest children and continually providing opportunities for reflections and links to be made.

History lessons at Ladybridge facilitate the provision of a broad, balanced and differentiated curriculum for all our children and ensure the fulfilment of the requirements of the Early Years Foundation Stage Framework and the National Curriculum.

CHANGE OVER TIME			
LOCALITY	CIVILISATIONS	CONFLICT	COMMUNICATION
EYF5: Cycle A: Why are there so many leaves on the ground? Who goes to the ugly bug ball? Is everyone's home the same?	EYF5: Cycle A: Is everyone's home the same? Who can I ask for help?	EYF5: Cycle B: How can we help Cinderella have a ball?	EYF5: Cycle A: Who can I ask for help?
EYF5: Cycle B: What do I know about me? What would you find at the farm?	EYF5: Cycle B: What do I know about me? How many nursery rhymes do I know? How can we help Cinderella have a ball?		EYF5: Cycle B: How many nursery rhymes do I know?
KS1: Cycle A: Who lived in Bramall Hall?	KS1: Cycle A: Who were the Wright brothers? How important were Ibn Battuta and Matthew Henson as explorers? Who lived in Bramall Hall?	KS1: Cycle A: How important were Ibn Battuta and Matthew Henson as explorers?	KS1: Cycle A: Who were the Wright brothers?
KS1: Cycle B: What was it like when the Queen came to the throne?	KS1: Cycle B: Who was to blame for the Great Fire of London? Why do we remember Florence Nightingale and Mary Seacole?	KS1: Cycle B: What was it like when the Queen came to the throne? Why do we remember Florence Nightingale and Mary Seacole?	KS1: Cycle B: Why do we remember Florence Nightingale and Mary Seacole?
KS2: Cycle B: Were the Romans really rotten? Where does the Mersey go?	KS2: Cycle A: Who or what is Skara Brae? Where do mummies come from?	KS2: Cycle A: Who makes the law? (UKS2) Where do mummies come from?	KS2: Cycle A: Who or what is Skara Brae? Where do mummies come from?
KS2: Cycle C: Why are there air raid tunnels under Stockport?	KS2: Cycle B: Where does the Mersey go? Could you be the next Willy Wonka?	KS2: Cycle B: Were the Romans really rotten?	KS2: Cycle B: Could you be the next Willy Wonka?
KS2: Cycle D: Is Stockport full of Mad Hatters?	KS2: Cycle C: Why is Mickey Mouse important? Who let the Gods out?	KS2: Cycle C: Why are there air raid tunnels under Stockport? Who let the Gods out?	KS2: Cycle C: Why is Mickey Mouse important?
	KS2: Cycle D: Were the Vikings always victorious? Is Stockport full of Mad Hatters?	KS2: Cycle D: Were the Vikings always victorious?	KS2: Cycle D: Is there anyone out there?

2. Sampling

Throughout their time at Ladybridge, the children are encouraged to reflect not only on the progression they have made in their knowledge and understanding of historical concepts and chronology but also to consider the accumulation of skills and vocabulary they have learned in doing so.

Standards in the teaching of history are monitored and maintained by the history subject co-ordinator in a variety of different ways. These include regular focused book looks, on-going discussions between staff, pupil voice activities, coverage sheets, and assessments that feed into a termly action plan which is then shared with staff and governors.

Pupil voice activities demonstrate a deep understanding of the value of historical enquiry not only on the bearing it has on their lives today but also what may happen in the future.

Ladybridge Primary School is a member of the Historical Association which means we always have access to top level resources.

3. CPD

The history co-ordinator attends termly network meetings and key points are fed back to staff. This ensures that new initiatives and/or resources can be implemented immediately.

Weekly Flick

Date: 21.6.22 Subject: History

Focus:

- Evidence of the use of historical sources.
- Evidence of the children questioning historical facts.
- Evidence of progression in the use of vocabulary across year groups.

Areas for success:

- The use of a variety of different historical sources evident across year groups, including pictures, diary extracts and some artefacts.
- Clear progression in knowledge organisers evident between year groups, including progression in vocabulary.
- Clear progression in 2 page spreads, where used, evident across year groups.
- There is evidence of comparisons being made between different periods in history.

Areas for development:

- In KS2 vocabulary lists are not always stuck in the front of the books and, where they are in place, the highlighting/colouring of vocabulary is inconsistent.
- Ensure that the standard of writing is consistent, i.e. that it is to the same high standard as that in the children's English books.
- Ensure regular lessons with HLTAs are made.

Training implications:

- KS2 needs to incorporate a learning challenge based on local history.
- The Historical Association website is brilliant. Please use it.
- There are few artefacts in school so the subject leader will investigate whether loans would be possible.
- The subject leader will co-ordinate ensuring there is a thread of concepts across the school history curriculum. Where these are studied, we need to decide whether we use ticklers to identify these threads (similar to those used for science).

General Comments:

The books are beautiful and it is fantastic to see so much history being taught in a variety of engaging ways. Thank you everybody!

Signed: Kim Goodwin Role: History Co-ordinator Date: 21.6.22

4. Assessment

At the start of every historical enquiry, with the initial support of the teacher, the children generate a knowledge organiser which frames their learning for the half-term. They create a framework of current understanding, vocabulary and lines of enquiry they would like to follow. They add to this as they engage in their learning. Children's starting points and progression are highly evident from start to finish.

At the end of each line of enquiry, the children are given the opportunity to reflect on the teaching and activities in which they have been engaged and to think about what they have learned. This could, for example, be in the form of a 2 page spread where the children are encouraged to celebrate and record what they have learned and how it links to prior learning.

Teachers are thus able to assess learning and feed this into termly foundation assessment data which is used to form the subject leader's action plan. This is shared with teachers and governors.

5. Learning environment



The children contribute work to a class Learning Challenge display that highlights their learning and activities from week to week.

We value external expertise and enrichment and actively create opportunities to enhance our curriculum. This could involve trips out or inviting people in. For example, the children in KS2 participated in an Egyptian drama – based workshop.

We actively encourage the support and engagement of our families in their children's learning. As part of our Learning Challenge curriculum, home learning projects are set for the children to participate in with support from their family.

What would you have played with in the Victorian times? Year 5 and 6

To be handed in on Friday 18th May 2018

We would like you to create a project all about what toys you would have played with in the Victorian times to fit in with our Learning Challenge this half term.

It is up to you how you decide to present your homework and you may work with a partner if you wish. However, you must demonstrate knowledge and understanding by making sure it is your own work and information is written in your own words.

Here are some useful websites:

http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/toys_and_games/

<http://primaryhomeworkhelp.co.uk/victorians/toys.htm>

<https://victorianchildren.org/victorian-toys-and-victorian-games/>

Any questions, just ask!

If there are any materials you need, come and see Miss Baylis or Mrs Davies and we will do our best to help you!

Here are some ideas that you might want to mag pie...



You will be presenting your homework to the rest of the class and everyone for will vote for the piece of homework they think is the most informative. The winners will win a Headteacher's homework award in the Going for Green assembly.



6. Celebrations



The children are able to track their learning via the Learning Challenge display in their classroom, the completion of knowledge organisers and success criteria as they progress through a line of historical enquiry, and in their reflections at the end of a unit of work. Prizes are awarded for homework projects.