



History at Ludlow Primary School

Our Curriculum Drivers at Ludlow Primary School

**Confident
communicators**

Citizens of the world

Growth mindset

**Healthy body, healthy
mind**

Our Core Values

Independence

Happiness

Honesty





Kindness

When Ludlow Primary School was created in 2019 from the amalgamation of Ludlow Infant and Ludlow Junior School, we had the exciting opportunity to consider our school community's needs and create a curriculum specifically tailored for them.





We have devised four drivers that run through our school curriculum. They are tailored to our pupil's specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

These join with our core values to help children understand and appreciate the past in Britain and the world so they can develop into responsible, knowledgeable and caring international citizens of the 21st century

What History looks like in our school:


-  Opportunities to inspire children's curiosity about the past
-  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 using key historical concepts (How we learn): chronology, knowledge and understanding, historical interpretation, historical enquiry to organise and communicate their findings. Our historical strands (what we are learning) of learning are: Settlement and location, trade, travel and exploration and society.
-  Historical topics to provide children with a coherent knowledge of Britain's history and that of the wider world

This is our philosophy:





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

This is the knowledge and understanding gained at each stage:






By the end of EYFS pupils will:

-  Have had an opportunity to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.










By the end of Key Stage 1:

-  Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
-  They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.
-  They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
-  They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.






By the end of Key Stage 2 pupils will:

-  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
-  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
-  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
-  They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
-  They should understand how our knowledge of the past is constructed from a range of sources.




This is how it works:

-  Lessons are planned based upon the Quigley milestones. Children are given opportunities to develop their historical understanding through this themed approach.
-  The children will then progress with their knowledge and application of vocabulary as they move up throughout the year groups.
-  The skills are covered through carefully chosen topics that will enable the children to develop and use that skill. Time periods are covered and taught through repetition across year groups to help ensure knowledge and understanding of chronology.
-  By the time the children leave Year 6, they will have covered a wide range of historical skills and topics to really get the children engaged and enjoy their learning.
-  There may be a 'hook' to start the topic.
-  All children at Ludlow Primary School will get the opportunity to go on various trips to develop local, regional and global historical experiences.
-  Links with other areas of the curriculum are embraced to provide a more meaningful learning experience.
-  Lessons may be taught discreetly or as a block of lessons.
-  Each half term an extended piece of writing is completed based on the current topic being taught.




This is what adults do:

-  Plan exciting progressive lessons which build on prior knowledge based on teaching a mixture of geographical skills and knowledge.
-  Regular book scrutiny, pupil perceptions and planning audits.
-  Whole school professional development is offered to all teaching staff.
-  Create a learning environment that stimulates children's interest in the period studied using artefacts, books, photographs and sources.
-  Opportunities for parents/grandparents to come in and share their experiences.




This is how we support:

-  Work will be differentiated so that all children are able to meet the learning objective.
-  Small group/1:1 adult support given where required.
-  We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas. These pupils will then receive additional support or resources to use.

This is how we challenge:

-  Lessons will be differentiated where appropriate.
-  Additional activities to stretch the learning within the lesson.
-  Deeper thinking opportunities will be given to help identify greater depth historians.

This is how ensure all children can access the curriculum:

-  Children who have SEN or EAL needs are exposed to key vocabulary prior to/at the start of the topic.
-  Where appropriate, lessons are differentiated to provide support to all learners and ensure that they can achieve the best possible outcomes.
-  Knowledge organisers are stuck into pupil books and a spare copy is sent home

to develop parental-school involvement











By providing visual/practical prompts.












Teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama, artefacts, texts etc.











This is what you might typically see:

-  A 'hook' to get the children inspired (such as mystery packages to explore, treasure hunts even planned invasions!) 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.
-  Marking and feedback by teacher and peers.
-  Through the use of deeper thinking questions, pupils are challenged to explore their own opinions and ideas.
-  Photographic and video evidence.
-  There might be displays of work in classes or communal areas.
-  At the end of each half term, skills are highlighted according to whether a child has demonstrated that they have met a skill.
-  Assessment tracked in line with data points and entered onto our assessment tracking system. Data analysed and fed back to staff.
-  Regular monitoring of the standards of pupils' work through book scrutiny, pupil perceptions and planning audits.
-  Regular monitoring of the teaching and learning within lessons.

This is the impact of the teaching:







-  Children who enjoy history and are confident to talk about it.
-  Inquisitive learners who ask questions to further their understanding.
-  Reflective learners.
-  Children who know more and remember more
-  Children who can demonstrate a variety of historical skills and understanding.
-  Children who are prepared to share what they've learnt in a variety of ways through using different medias.
-  Children who are passionate about history and ask questions to reason why.
-  Children who use acquired vocabulary within lessons.
-  Children will be ready for the next stage in their education. Pupils with SEND will achieve the best possible outcomes.
-  Children who can name significant individuals to their topic and explain their importance.

What is Cultural Capital?








Cultural capital can be defined as powerful knowledge. Knowledge that is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

Cultural capital gives a child power. It helps them achieve goals, become successful, and climb the social ladder without necessarily having wealth or financial capital. In history, this powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful subject knowledge in history:

-  That we should show tolerance towards beliefs of others rooted in history
-  To understand and explore different historical periods and consistently revisit these across year groups and in different contexts.
-  Design and Technology units related to historical themes such as trade and transport.
-  The knowledge of how and why events happened and the results of these key events
-  The knowledge of mistakes from the past and how this has helped to shape our modern lives.
-  To understand that historical achievements and legacies can be seen wherever you are in the world. To recognise the achievements of others on a local, national and worldwide scale.





Powerful personal knowledge in history:

-  How key historical events have helped to shape the modern world
-  The celebration of our relatives' and ancestors' achievements during the past
-  The recognition of key historical events marked through commemoration, such as Remembrance Day and to explain it's importance.
-  Enhancing subject knowledge through trips and extra-curricular activities
-  To develop skills with debating historical concepts and being able to give and justify opinions
-  That through mistakes great things can happen as a result
-  Through the study of significant individuals, pupils will learn that hard work can achieve dreams and goals






SMSC links in History at Ludlow Primary School

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. In History at Ludlow Primary School, links to SMSC are made across the curriculum.

Spiritual








-  Develop a sense of curiosity about events from the past and raise questions as to what might have happened if events had different results.
-  Using a range of resources to give pupils a sense of the past and help to develop an understanding of the people who produced and used the objects
-  Pupils are encouraged to consider the impact that significant individuals have had in the shaping of the world we live in today. E.g. Neil Armstrong, Boudicca, Samuel Pepys
-  Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

Moral





-  Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past and their present-day counterparts.
-  Reward positive behaviour choices
-  Reward commitment
-  Listening to teacher and peer feedback
-  Promote trust with peers through team building activities

Social

Social education in History encourages pupils to think about what past societies have contributed to our culture today.

-  Pupils own social development is encouraged through working together and problem solving, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
-  History also has a role to play in helping people to express themselves clearly and to communicate better.
-  Learning about social issues in past societies.
-  Pupils will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'
-  Learning how past societies were organised and functioned somewhat differently.
-  Discussing and evaluating the qualities, skills and attitudes of famous and significant people from the past.
-  Develop skills with being a confident communicator with peers and adults and display a willingness to participate in a variety of social settings, cooperating with others and being able to resolve conflicts effectively

Culture

-  Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
-  Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
-  The contribution of different cultures to human development and progress will be studied, which links with the values of wisdom and endurance.
-  Becoming aware of the concept of time-past, present, future and our part in it-use of timelines, family trees, identifying hopes for the future, setting personal goals.