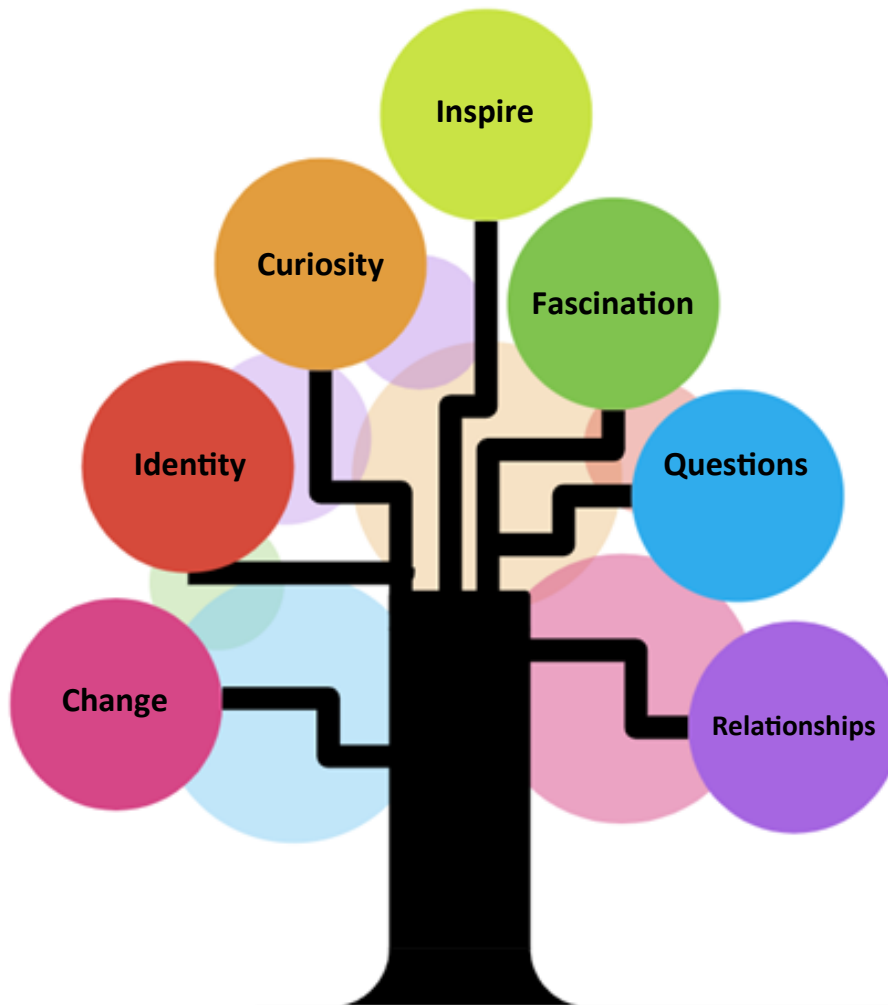




History : INTENT



At Ladymount, the purpose of our history curriculum is to inspire in our pupils curiosity and fascination about Britain's past and the wider world. We want our children to be curious and to ask their own questions about the past.

The core aims of our history curriculum are for our children to be able to gain knowledge and learn new skills through asking perceptive questions, to think critically, to weigh evidence from a range of sources and to develop perspective and judgement.

Through the study of history at Ladymount, we want our children to be able to begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time.

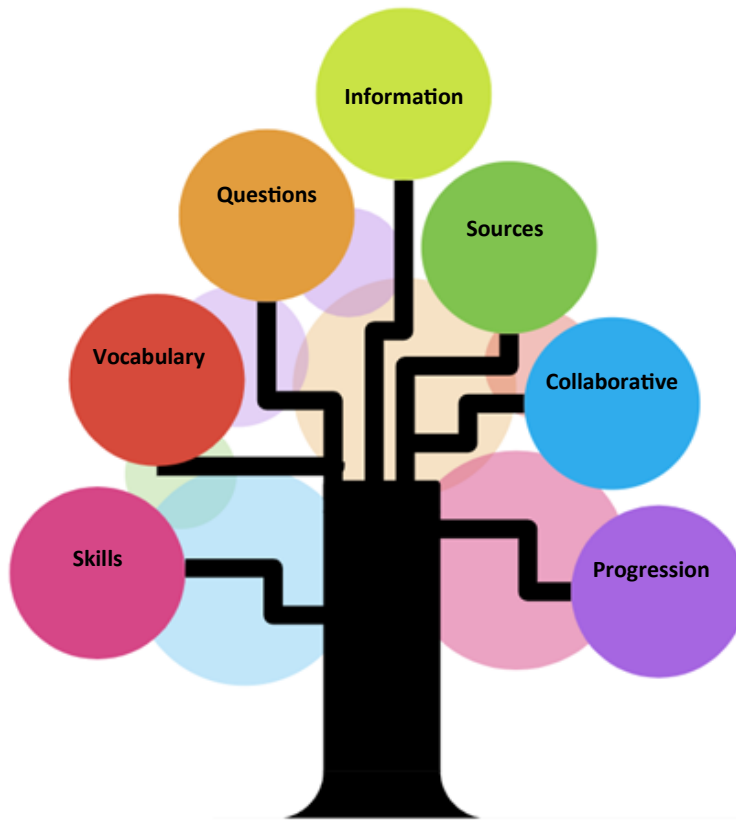
Our history curriculum is informed by the National Curriculum and makes strong links to our wider local area to enable children to develop a deep understanding of the rich history of the locality in which they live. This supports our children to develop perspective of how our locality is part of the story of history and helps pupils to gain a sense of their own identity within a social, political, cultural and economic background.

"A people without the knowledge of their past history, origin and culture is like a tree without roots,"

Marcus Garvey



History: IMPLEMENTATION



Teachers create a positive attitude to history learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards. Pupils have lessons in history throughout Key Stage 1 and 2, planned using National Curriculum programmes of study and the year group plans. In Early years, history is taught through the children learning about the world around them in their learning through play, natural exploration and linked to specific texts.

At Ladymount we use the Historical Association planning. Teachers adapt this planning to meet the needs of their pupils.

Additional opportunities are provided in history, such as visits to the local museums and the Chester Roman Experience. We also try and host theme days, if local trips are not suitable.

EYFS (F2)

In the Early Years Foundation Stage (EYFS), we relate the historical aspects of the children's work to the Development Matters statements and the Early Learning Goals (ELG) for "Understanding of the World; people and communities, the world and technology", as set out in the EYFS profile document. In EYFS the children develop historical skills through planned sessions or challenges linked to texts, stories and books; through self-selected play in continuous provision; through links to themed days such as Remembrance Day. Children are assessed through observation working towards achieving the ELG's by the end of their Foundation 2 year.

Year 1 - Year 6

History is taught in planned and arranged topic blocks by the class teacher that link to the year group theme for that term. These units are identified on the Year Group curriculum maps and the whole school overview for history. This allows achievement of a greater depth of knowledge and application of thinking within the year group and a progressive increase of key knowledge, vocabulary and skills across key stages. Children are able to revisit key facts and information on a regular basis through retrieval activities and these ensure that the knowledge is ingrained in their long-term memory. The key knowledge and skills of each topic have been identified and consideration has been given to ensure progression throughout the school.

We build upon the learning and skill development from the previous years. As the children's knowledge and understanding increases, they become more proficient in the historical skills. At KS2, children develop their enquiry skills by regularly addressing historical questions, by building the knowledge to answer the question supported by a range of sources and by sometimes creating their own questions. This approach enables them to develop the appropriate use of historical terms and to construct informed responses that involve thoughtful selection and organisation of relevant historical information. Technical vocabulary is taught and developed to acquire a rich knowledge and understanding of history.

Pupils work independently and collaboratively to communicate, investigate and research topics and undertake enquiries. They use skills to negotiate and respect and value the work and opinion of others. Evidence of Historical learning is recorded in pupils' Learning Journeys, displays and brainstorming and digitally through photographs. Assessments are recorded through our assessment tool at the end of each topic.

Our history units have links that are made with our other subjects:

English

At Ladymount, we have high expectations in relation to spoken language, and to use Standard English to demonstrate their knowledge. There are opportunities for children to practise their reading through source materials and when answering questions. There are also lots of opportunities for children to show their written skills, following the same expectations as in other lessons: correct punctuation, handwriting and spelling.

Maths

Being able to read and write Roman Numerals is part of the Year 4 National Curriculum in Maths. Children will also need to use their timeline knowledge to help them place events/topics chronologically.

Computing

Where appropriate, children will use technology to help them present what they learnt. Technology can also be used to help enrich the children's understanding through visual tours, videos and artefacts.

PSHE

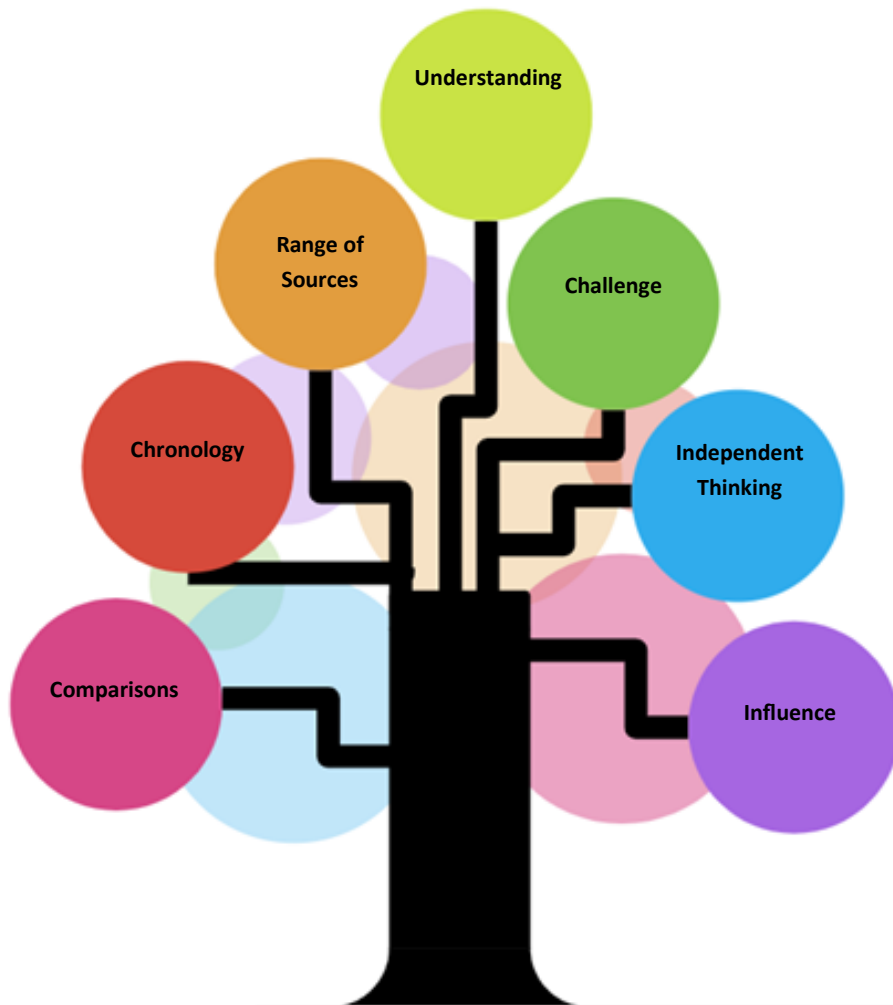
Children will often work collaboratively to share their answers and questions.

Geography

Children will use map skills to help them place where invaders have come from when studying British history topics. They will also need to use the same skills when placing countries studied in world history topics. Other links can also be made when discussing why invaders had to leave their home country, such as rising sea-levels when discussing the Anglo-Saxons.



History : IMPACT



At Ladymount, our aim is for our history curriculum to develop independent thinkers, who are excited and inspired by the past.

By the end of Year 6, we want our children to be able to use a wide range of historical sources to ask and answer questions about the past and be able to understand the limitations of different types of resources so that our learners are prepared for the challenges of Key Stage 3.

Our curriculum enables children to develop a chronological understanding of British history from the Stone Age to the present day. They will have had opportunities to draw comparisons with the achievements of the earliest civilizations, study the non-European society of The Mayans, and the influence of Ancient Greece and The Romans on the wider world.

Children will have an understanding and perspective about our locality and some of the challenges and achievements that have shaped the Wirral and Liverpool.

The history subject leader will review the planning and monitoring of the curriculum once a year.

Formal assessment of history will be undertaken when finishing a topic; however, teachers should be assessing learning during each lesson. This allows them to correct any misconceptions as well as help to inform their planning.

Formal assessment can be done in a number of ways, including online quiz or asking the children to answer a question e.g. Would you rather have lived in the Neolithic or Palaeolithic era? Why?

As history leads, I will measure the impact of our history curriculum through monitoring work, listening to the children's attitudes about history through pupil voice, book scrutiny and data analysis.

Equal Opportunities

At Ladymount, all children will have equal access to the history provided.

