

5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?

 **Little Heath School**
5 February · 🌐

On 29th January, 30 Year 8 students went to the University of Reading's Classics for All event. They spent the day finding out about how to write ancient Egyptian Hieroglyphics, how ancient people would use charms for good health and wellness (and making their own!) and learning about how AI works and how it presents figure from ancient history – and the inaccuracies it creates.

They had a tour of the campus, saw the Students Union, the campus grounds, and even got to go into the Zoological Museum. As an added bonus, most of the day was spent in the Edith Morley building, named after a prominent local figure who was important in the campaigns for women's rights – who the students are learning about in their Votes for Women topic in lessons at the moment.

The students were fantastic throughout the day – they asked brilliant questions, engaged with the activities well and behaved perfectly all day! [See less](#)

 **Little Heath School**
12 July 2025 · 🌐

This term, 46 Year 8 students went to the [University of Reading](#) for the day to learn about Classical History. They had a fantastic day learning about ancient Greece and Rome. Students found out about the diversity of the Roman Empire, how ancient history and archaeology work, how to spot AI images of ancient Greek figures, and had a chance to explore the University's Ure Museum of Greek Archaeology. Students also had a tour of the University campus with current students and conducted themselves brilliantly all day. The university lecturers were impressed with their conduct as well as their historical knowledge. Well done Year 8! [See less](#)



Social media posts by school on History trip ‘Classics for All’ for year 8 to the University of Reading

Also 3.1

Also 5.3

5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?

Emails between SJ Bee and contact at Royal Berkshire Archives about a student going there on work experience.

Dear Ellie,

Firstly, thank you for considering Sienna for work experience. I whole heartedly support her desire to undertake this placement. She is an incredibly committed student, with a genuine passion for history. This placement would give her an opportunity to learn more about a career in the heritage sector and the different avenues that can be pursued with her strengths and passions. Sienna is proactive, hard working, reliable and trustworthy. I wouldn't hesitate to recommend her to you. Thank you once again for considering her for this opportunity.

Should you require any further information, please do not hesitate to contact me.

Best wishes,

S-J Bee.
History Department, Little Heath School.

Dear S-J

Many thanks for sending the reference so quickly. It's great that we have been able to maintain the links with the school following your visit last year.

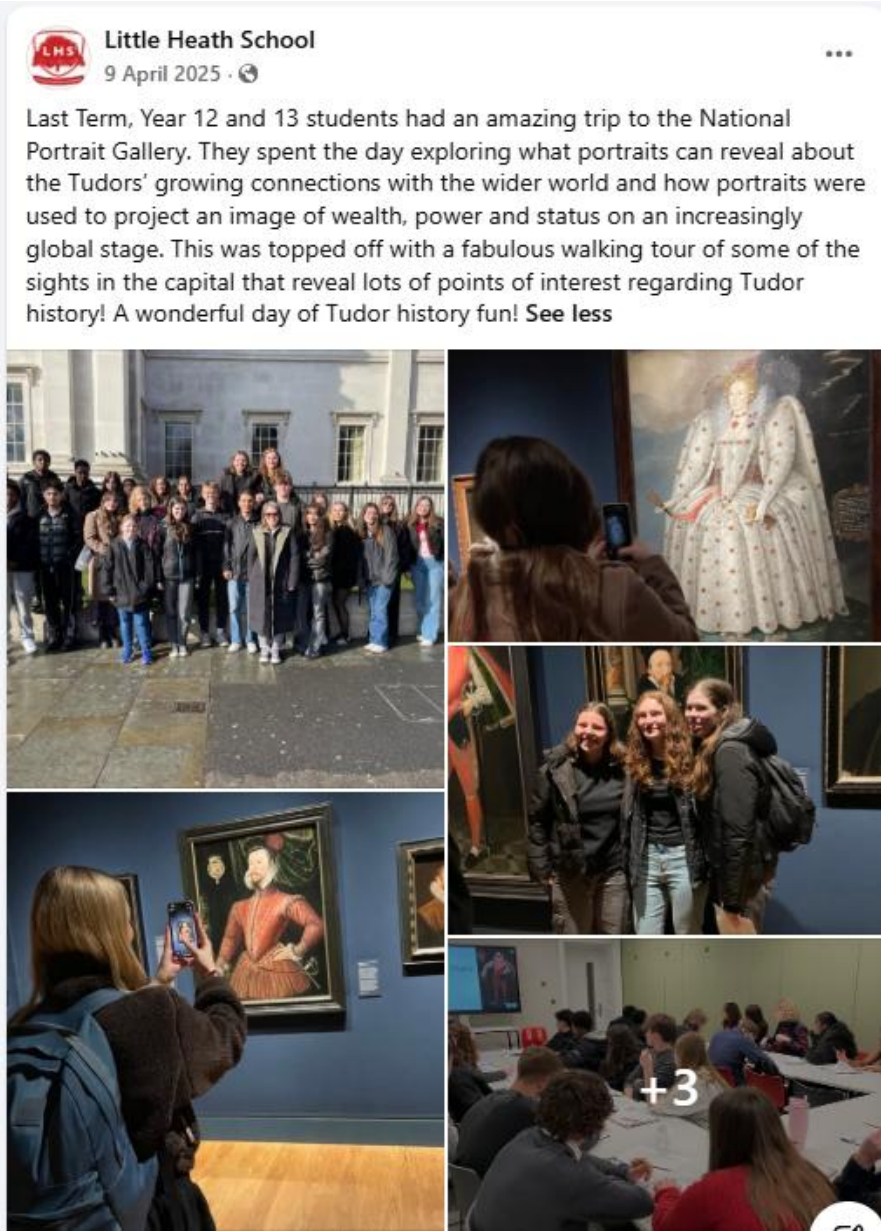
Best wishes

Ellie

Ellie Thorne
Senior Archivist

Royal Berkshire Archives, 9 Coley Avenue, Reading, RG1 6AF

5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?



Social media post by school on the 6th form trip to the National Portrait Gallery

Also 5.3

5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?



Read, watch, listen

Improve your knowledge and understanding of the current topic by checking out the following



Read watch listen lists for every topic – shared using Satchel homework and department website

Also 3.1

Year 8 are currently learning about... The Holocaust

Read	Watch	Listen
John Boyne, The Boy in Striped Pyjamas Markus Zusak, The Book Thief Judith Kerr, When Hitler Stole White Rabbit John Boyne, The Boy at the Top of the Mountain	The Boy in Striped Pyjamas (2008) Life is Beautiful (1997) Jojo Rabbit (2019) Clips on Britannica on Holocaust Holocaust - Students Britannica Kids Homework Help	BBC History Extra Podcast The Holocaust Orphan the Auschwitz Voice Holocaust Education Podcast links: 70



Want more..?

You could expand your historical knowledge even further by checking out some of these



The BBC History archive of podcasts about hundreds of different topics	https://www.historyextra.com/article-type/podcast/
Versus History has podcasts aimed at students	www.versushistory.com/podcasts.html
BBC In Our Time includes loads of topics and has quizzes	https://www.bbc.co.uk/programmes/b006qykl
Greg Jenner's 'You're Dead To Me' podcasts covers loads of different topics	https://www.bbc.co.uk/programmes/p07mdbhg/episodes/player
The Historical Association Student Zone has great resources to explore	https://www.history.org.uk/student Username: LSHHISTORIAN Password: ilovehistory123

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today." ~ Malcolm X

<https://www.historyextra.com/article-type/podcast/>

"History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again" Maya Angelou

5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?



What happened to Hitler and his Henchmen?

Indira Lakshman

Slides from the History and Tutor sessions in a cross-curricular day run by History 2025 and 2026. Day focuses on the modern legacies of the Second World War

Why are we doing this?

80 years since the end of the war in 2025
VE Day – May 8th
VJ Day – September 2nd

Legacies of WW2 are still hugely important today

The legacies of WW2 are important to everyone

It will help you to see the links between several different subjects you study, or might study in future

There's a lot of misinformation and 'fake news' about the war still today

Leaders around the world still using WW2 and its memory

5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?

Two of History department led training on teaching A Level for trainee teachers

Teaching Sixth Form



1

Our experience at A-Level

- Kathryn Elsdon – Taught Coursework and Cold War in Asia units at A-Level & taught A-Level Politics for last 2 years. Also an EPQ supervisor.
- Carl Taylor – Key Stage 5 Leader of History & Politics. Taught a variety of units for both history & Politics but focusing on the Russia unit at History. Also an EPQ supervisor.

2

Sixth form at LHS

Our sixth form at LHS runs as it's own entity, there are a variety of courses which most A-Level centers will choose to offer at Post 16 over GCSE KS4.

Our Sixth form is large, with about 300 students in Year 12 and 13.

Mixture of LHS pupils and pupils from other schools in West Berks.

Variety of students.

Tutor groups.

SSLT.

Students wear their own clothes (there is a dress code).

3

Teaching Sixth Form

There is a myth that you have to know everything to teach Sixth Form or have lots of years experience in teaching to be qualified to teach post 16.

Key things to consider when teaching sixth form:

- Exam board spec/website
- Time – How long do you have to spend on content?
- Independent Study
- Assessments – formative & summative
- Data entry points
- Prior attainment & interleaving
- Class profiles
- SEND/PP
- Use of online technology/scaffolds/Differentiating/Organisation
- Marking
- Facebook/Twitter groups – networking and useful resources

I have put together a list of things you should think about when teaching sixth form to ensure you are successful.

4

Teaching Sixth Form

From your observations of Key Stage 3, 4 and 5, discuss these questions in groups

Key things to consider when teaching sixth form:

- What are the main differences between an A-Level and a GCSE lesson?
- What are the main similarities between an A-Level and a GCSE lesson?
- What strategies do you use at Key Stage 3 that you could use with an A-Level class?
- What strategies do you use at Key Stage 3 that you would not use with an A-Level class?

5

Teaching Sixth Form

Good things about A-Level:

- See the class more often so can get a good relationship with students
- Teaching about interesting concepts/knowledge that are higher level than KS3/GCSE
- Student engagement usually higher
- Student behaviour usually better
- Requires specialist knowledge and this can be built up over time

6

Teaching Sixth Form

Challenges at A-Level:

- Assuming student engagement will be higher
- Assuming student behaviour will be better
- Students may know more than you when you start
- Can be intimidating when you start teaching (small age gap)
- Knowing exam requirements
- Amount of marking needed
- Pressure to get results

7

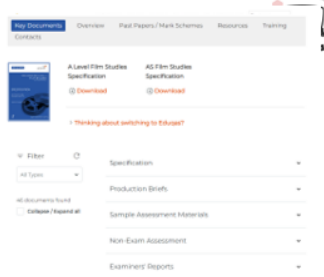
Exam Board

It is really important you understand the exam board specification of the curriculum you are teaching.

You can find these materials on the exam board website. If you want it to be specific to your subject area, then type into google something along the lines of:

Subject exam board A-Level.

For example:
Media Studies Eduqas A-Level.



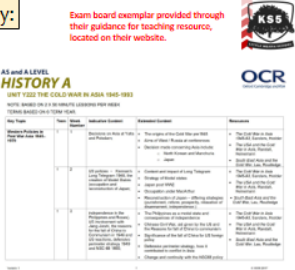
8

Course content delivery:

Another constraint we have as teachers is how much time we have to deliver the course content.

My topic: Cold War in Asia is only 15% of the overall A Level BUT is very content heavy.

Your HODs/Mentors will have examples of their long term/mid term and short term curriculum plans, which will showcase how much time you should be spending on the unit delivery lesson by lesson, term by term.



Long Term Plan Example:

Lesson number/sequence	Lesson objectives	Learning outcomes	Resources	Feedback/assessment
1. What is the Cold War?	Understand the origins of the Cold War and the role of the USA and USSR.	Students will be able to explain the origins of the Cold War and the role of the USA and USSR.	Handout: Origins of the Cold War	Self-reflection and peer-review
2. How did the Cold War end?	Understand the role of the USA and USSR in the end of the Cold War.	Students will be able to explain the role of the USA and USSR in the end of the Cold War.	Handout: End of the Cold War	Self-reflection and peer-review
3. How did the Cold War end?	Understand the role of the USA and USSR in the end of the Cold War.	Students will be able to explain the role of the USA and USSR in the end of the Cold War.	Handout: End of the Cold War	Self-reflection and peer-review
4. How did the Cold War end?	Understand the role of the USA and USSR in the end of the Cold War.	Students will be able to explain the role of the USA and USSR in the end of the Cold War.	Handout: End of the Cold War	Self-reflection and peer-review
5. What was the end of the Cold War?	Understand the role of the USA and USSR in the end of the Cold War.	Students will be able to explain the role of the USA and USSR in the end of the Cold War.	Handout: End of the Cold War	Self-reflection and peer-review

How to plan a sixth form lesson:

Planning a sixth form lesson is exactly the same to planning a KS3/4 lesson.

Areas of consideration:

- What do you want your students to learn? End outcome.
- Clear lesson objectives with links to the exam curriculum and end outcome.
- How are you supporting your low prior attainers and high prior attainers whilst teaching to the top?
- SEND/PP
- Adaptive Teaching
- Prior learning/Attainment – Goals



Example year 12 lesson

5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?

Social media post by school on the 6th form trip to see Six: The Musical.

Also 5.3



5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?



Little Heath School
17 November 2025 · 🌐

On Thursday 6th November. the History Department took 34 A Level historians to the National Archives. The pupils took part in two sessions. In the first, they handled genuine Tudor documents and used these to investigate Elizabeth I's qualities as a ruler. One of the highlights was getting to see the famous 'Tide Letter' which Princess Elizabeth wrote to her sister Mary I when she was implicated in a plot against her and feared for her life. This document alone is valued at £20 million!

In the second session, pupils worked through a range of government documents from the time of the Russian Revolution. They handled documents containing witness accounts of the revolution, including a suspected communist, author, and soldier. Some of these documents had previously been classified! It was an incredible day, full of access to documents that pupils wouldn't ordinarily have the chance to see. We were all hugely excited and inspired!

[#uknationalarchives](#) [#tnlearning](#) [See less](#)

School social media post on A Level trip to National Archives. This trip runs in some form every year

Also 5.3



5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?

Social media post and competition poster for Legacies of WW2 day run by History

Also 5.3

 Little Heath School
11 June 2025 · 🌐

On Monday 9th June all year 8 students took part in a cross-curriculum day looking at the legacies of the Second World War. This was to mark 80 years since the end of the War, and to enable students to consider the relevance and importance of the legacies of the war still today. Students spent the day in sessions with English, RE, History, Citizenship teachers and Computer Science specialists learning about how different aspects of the legacies of the Second World War connect to the different subject areas. Year 8 engaged well with the sessions and had some fabulous, thoughtful reflections on the importance of the Second World War, and what we can and should know about it today.

We would love to hear what your child has got out of the day, please could we ask for you to spend some time asking them about the day and then complete the survey below? Thank you very much to those who have already completed it - the QR code for the survey is also on the sheet that students took round on the day.

<https://forms.office.com/e/9ZS9s4kR4R> See less



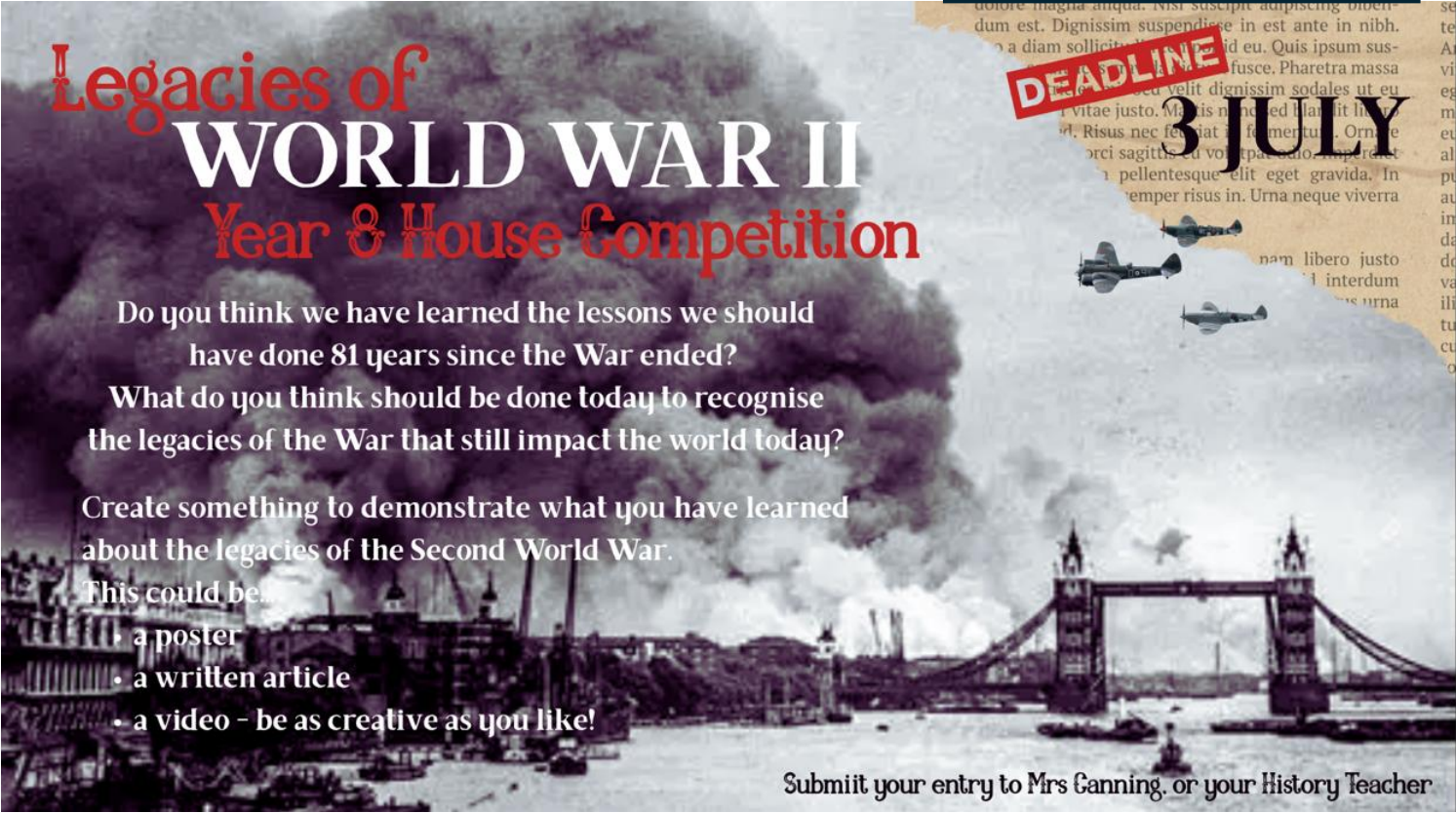
Legacies of WORLD WAR II Year 8 House Competition

Do you think we have learned the lessons we should have done 81 years since the War ended?
What do you think should be done today to recognise the legacies of the War that still impact the world today?
Create something to demonstrate what you have learned about the legacies of the Second World War.
This could be:

- a poster
- a written article
- a video - be as creative as you like!

Submit your entry to Mrs Ganning, or your History Teacher

DEADLINE
3 JULY



5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?

Feedback from parental survey of cross curricular day on WW2

What was your child able to tell you about the legacies of WW2 and what they learned today?	What did your child think is the most important legacy of the Second World War?	What did your child think of the day as a whole?	Any other feedback?
They learned about the killing of innocent people and if it was right or wrong. The enigma code and how it took two years off the war.	Code break	5	
About Hitler and his last days and many SS offices that were tracked post WW2. It's important to remember that not all Germans wanted the war. Some Germans were Jewish victims of the holocaust. ICT such as code breaking moved forward. Nations learned to cooperate for a common objective. News laws were passed to prevent war crimes, and 'rules of war' were established to protect people. After the war there was less support for the Riggt Wing but support is rising again.	that there is reprecussions from war crimes.	5	Dominic really enjoyed the day.
Hitlers henchmen and how they got caught. How some of the Jews tried to runaway to claim refugee status. Hitler was a right wing.	People learned to live happily with less, and became more self-sufficient, whilst becoming part of stronger communities.	5	
Hitler and his Henchmen's outcome after the end of the 2nd World War	How Hitlwr died	5	Really enjoyed the day and learnt a lot about the history of ww2. Would like to learn more about the history of Palestine Israel and learn about all the wars happening today too.
The Nuremberg trials How higher ranked nazis for prosecuted	The end	5	So much enjoyed
My child was able to tell me about what happened to Hitler's henchmen after world war ii. Also what the refugees wrote on their diaries.	Nuremberg trials	5	
Hitler killed himself, the other people who also lulled themselves. Trump and Musk are basically Nazis.	My child felt that human rights are the most important legacy of world war ii.	5	My child felt the day was very interesting and she learned many things about the legacies of world war ii.
The code breaking, how modern right wing groups are becoming more powerful again, what happened to high level nazis. The impact of fake news. The Nuremberg trials.	The enigma machine because it determined the whole war and it led to computers.	5	He said he gave it 5 stars because he enjoyed learning about history. He learned about things that he was not aware of beforehand, such as the information about cyanide capsules. He also liked having the full day on one theme which was taught through different curriculum
The Nuremberg trials, what happened to the nazi leaders after ww2	The impact on modern political groups, and the code breaking has had impact on modern technology.	5	Bree really enjoyed the day, she was looking forward to it and came home buzzing, keen to tell us all about it. She has clearly grasped the messages you were trying to convey in the lessons.
About the rise of the far right and the trials	To not repeat the mistakes of the nazis	5	
Yes. We discussed the contribution of code breaking (Alan Turing).9)	The past influences the present, and what we do with this knowledge is the future	4	No
He learned that life was very difficult, but also the structure of Nazi leadership. Refugees and how much they have done to help the war efforts .	The impact on refugees and survivors	4	No
they learnt about the enigma machine and enjoyed looking at the political spectrum.	Death of 60 million people .	4	
Bella learnt about refuge, the holocaust, Hitler killing himself by poison,	.	4	
Fascism after the war and what happened with Hitler's henchmen. Also, the Enigma machine, how refugees wrote their diaries before and after.	The Holocaust	4	
	Fascism after the war	4	More interactive quizzes will be useful in the future.

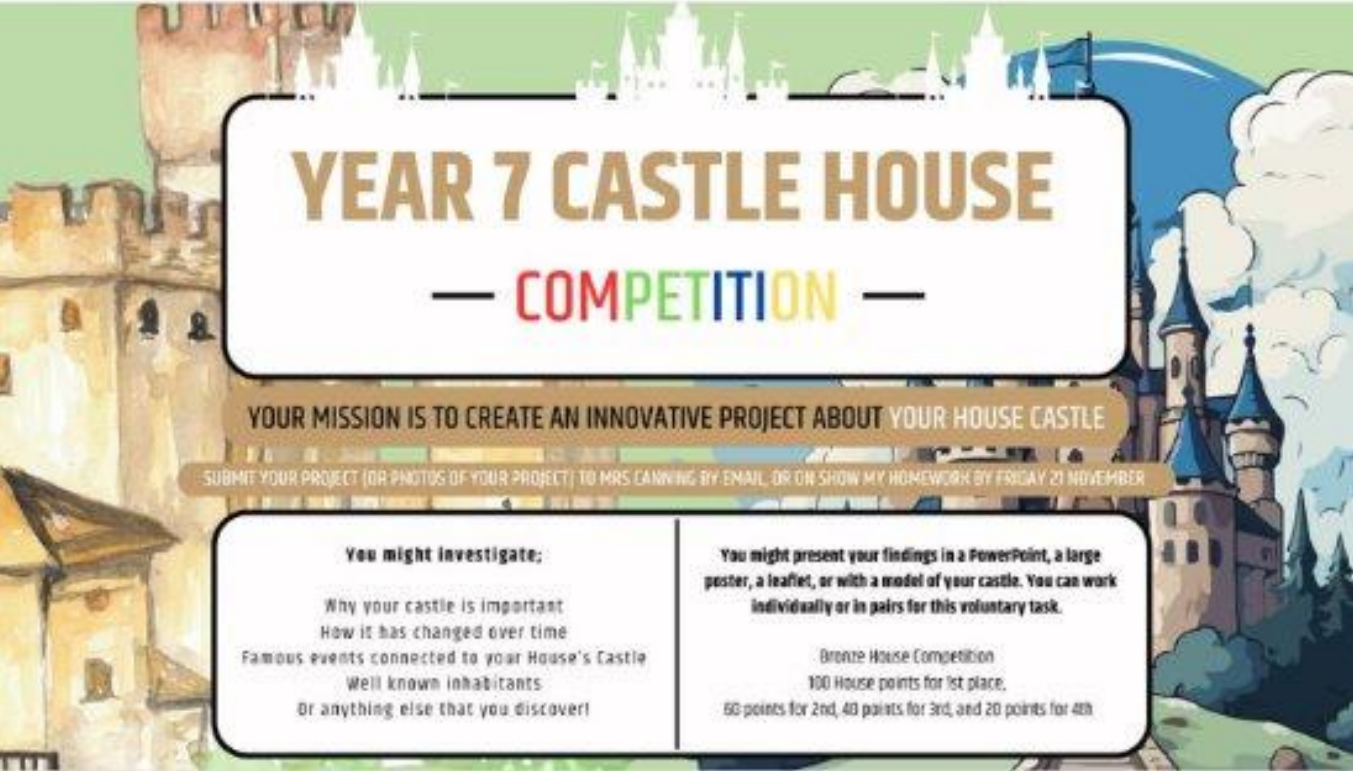
5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?

 Little Heath School
29 October 2025 · 🌐

The History Department have a very exciting House Competition available to all Year 7 students! Your mission is to create an innovative project about your House's castle.

You may want to investigate the importance of your castle, how it has changed over the years or investigate any part of the castle that you find interesting!

Please take a look at the poster for more information, and be aware that the deadline for this competition is Friday 21 November. Good Luck! [See less](#)



YEAR 7 CASTLE HOUSE
— COMPETITION —

YOUR MISSION IS TO CREATE AN INNOVATIVE PROJECT ABOUT YOUR HOUSE CASTLE

SUBMIT YOUR PROJECT (OR PHOTOS OF YOUR PROJECT) TO MRS CANNING BY EMAIL, OR ON SHOW MY HOMEWORK BY FRIDAY 21 NOVEMBER

You might investigate; - Why your castle is important - How it has changed over time - Famous events connected to your House's Castle - Well known inhabitants - Or anything else that you discover!	You might present your findings in a PowerPoint, a large poster, a leaflet, or with a model of your castle. You can work individually or in pairs for this voluntary task. Bronze House Competition 100 House points for 1st place, 60 points for 2nd, 40 points for 3rd, and 20 points for 4th
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History run a yearly competition with year 7 to research the castle which their house is named after and produce a project about it.

Also 5.3

5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?



Social media post by school on the Tudor Festival event run by Hampton Court which we took year 7 to in 2025

Also 5.3

5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?

 **Little Heath School**
9 March 2025 · 🌐

On Monday 16 and Friday 20 June we are running a trip to Oxford Castle and Prison for Year 10 Historians. We will be given a guided tour of the castle and prison, which includes climbing the 101 steps to the top of St. George's Tower, going down into the 900-year-old Norman crypt, exploring the debtors' tower and 19th Century prison cells.

There will also be a workshop which will give students the opportunity to evaluate evidence of a historical trial. As part of the GCSE Crime and Punishment topic, we have been studying changes to trials and punishments in lessons, so this will provide us with a fantastic opportunity to embed this learning and bring it to life.

We still have a number of places available on this trip, and we would love to see as many students as possible take up the opportunity. To book your place on the trip, complete the consent form below and make the payment of £29 via ParentMail: <https://forms.office.com/pages/responsepage.aspx...> See less



Social media post by school and display in History block about trip to Oxford Castle with year 10. This runs most years

Also 5.2

Also 5.3

5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?

History uses the bulletin to signpost historical anniversaries for tutors to show tutor groups.

Battle of Cable Street (added 11:50am) PCA

The Battle of Cable Street, which took place on October 4, 1936, was a pivotal moment in British anti-fascist history. During Black History Month, it's important to reflect on its significance in the broader fight against racism and oppression.

Also 3.1

In this East London clash, a diverse alliance of Jewish, Irish, and Black residents, along with trade unionists and socialists, stood against the British Union of Fascists led by Oswald Mosley. Mosley's fascist group targeted the area's Jewish population, and their rally was part of a broader movement of racial intolerance. The diverse working-class communities physically blocked the march, leading to violent confrontations with police who attempted to protect the fascists. Despite facing anti-immigrant rhetoric and state-backed suppression, the united communities prevailed, forcing the fascists to retreat.

In the context of Black history, the battle highlights how solidarity among marginalized groups, facing both fascist aggression and state indifference, can resist white supremacy and oppression. The event serves as a reminder of the shared struggles across racial and ethnic lines in combating hate and defending civil rights.

Please do show the following videos to your tutees this afternoon.

[The Battle of Cable Street: Britain's fight against fascism - BBC News \(youtube.com\)](#)

[The Bloody Battle of Cable Street \(Good Quality\) \(youtube.com\)](#)

5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?

MC

Mrs P Canning

😊

↩ Reply

↩ Reply all

➡ Forward

📎

📧

To:

🕒 Mr D Ramsden; 🕒 Mrs S Chaventre; 🕒 Mrs L Kemp; 🕒 Mrs E Park; 🕒 Mr J Eden

Cc:

🕒 Mr J Linz; 📧 Mrs S Bee

📎

Final report_A_Portrait_of_Th...

2 MB

Mon 27/04/2

Email to Head, Deputy Head in charge of curriculum, heads of English, Geography and RE about the Portrait of Empire, Migration of Belonging Report

Also 3.1

Hi All

SJ and I were at the launch event for this report on Friday evening, and wanted to pass it on. The report is the first time that real research has been done into the current position of the teaching of the British Empire in the UK today. It focused most on History and English (for obvious reasons) but the idea of the report is the give recommendations and principles for the teaching of the British Empire and related themes across all subjects.

I thought I should pass it on - it is hopefully going to be an important development. The report shows that students and teachers feel that the British Empire and its legacies are an important part of school curricular today, but a tiny fraction feel it is being done well.

Perhaps if there is time when year 11 and 13 are gone we could set up an opportunity for teachers for whom it is relevant to discuss?

On a practical basis, SJ and I were wondering if there would be scope for Cultures Day for year 7 to be either off timetable or have focused lessons in timetabled subjects, learning about why Britain has such diverse cultures today, and the legacies of the empire in the different subjects? We could invite families to share their Empire and migration stories and feed into that?

Thanks

Pam

5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?

Little Heath School

Little Heath Road Tilehurst Reading Berkshire RG31 5TY
Telephone 0118 942 7337
www.LittleHeath.org.uk
office@littleheath.org.uk

Headteacher
D J Ramsden, BA, NPQH

May 2026

Dear Parents and carers

I am writing to invite you and your family to an exciting event being run by the History Department for the first time this year. We are inviting our upcoming year 7s (from September 2026) and our current year 7s, and their families to join us. We are running a Historical Escape Room evening, where families will work together to solve the clues and save Queen Elizabeth I. This is being planned to help introduce our new students to Little Heath, meet some of our current students, and enjoy a bit of competitive historical puzzle solving. Older and younger siblings are very welcome to join to take part in their family team.

When: Tuesday 30th June from 6pm

Where: Little Heath School

Who: Families of Year 6 students joining LHS from 2026 and current LHS Year 7. All family teams must be made up of a mix of adults and students. Teams can be between 2 and 5 people – please enter as 2 or more teams if you have more than 5 who want to come.

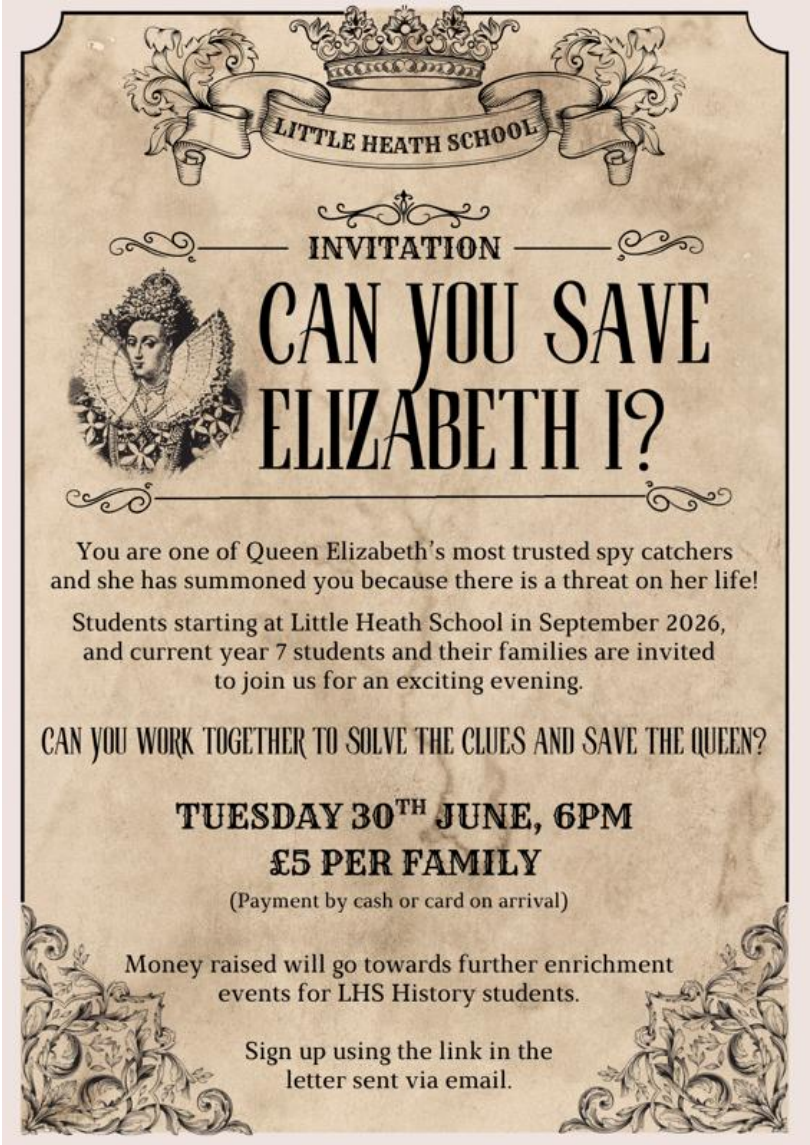
How: To sign up please complete the form in this link: [History Escape Room 30th June 2026 – Fill in form](#)

Entry will be £5 per family team on arrival (cash or card)

Any funds raised through this event will go towards future enrichment events and activities for LHS History students.

Light refreshments will be provided.

We would love to see you there!



Letter and poster for our first evening event running in 2026 – plans for this to become a yearly event.
30th June 2026 – 150 people signed up and 40 teams.
Students starting in year 7 in 2026, and students currently in year 7 and their families are invited.

5.2 Learning environments: How do learning environments encourage enthusiasm for history learning and reflect the high status of history within the school?

‘How to write and speak like a historian’ displays – up in most classrooms.

Also 1.3

How to write and speak like a historian

Explaining causation

Different types of Cause

Long Term
Underlying

Short Term

Immediate
Trigger/Spark

Event

How causes connect

- ...exacerbated...
- ...aggravated...
- ...facilitated...
- ...encouraged...

Importance language

Examples of importance language

- Fundamental
- Underlying
- Crucial
- Critical
- Vital
- Catalyst
- Most important



How to write and speak like a historian

Tentative language

- Perhaps
- Potentially
- Somewhat
- Slightly
- Partially
- Mostly
- It could be argued
- At first it seems
- Fairly
- Partly



How to use it:

- Source A is [tentative word] useful...
- The view that... is [tentative word] accurate/convincing because...
- Overall at first it seems that...

How to write and speak like a historian

Explaining Change and Continuity

Continuity

Similarity

Adjustment

Deviation

Shift

Turning point

Break

Stayed the same

Changed completely

Adding evidence

- Furthermore
- In addition
- Moreover
- Also
- Highlighted by
- Indicated by
- Exemplified by
- Demonstrated by
- Mirrored by



How to write and speak like a historian

Consequences language

Different types of Consequences

- Long Term
- Short Term
- Immediate
- Far-reaching



Positive consequence language

- This inspired...
- This encouraged...
- This created...
- This improved...



Negative consequence language

- This discredited...
- This undermined...
- This humiliated...
- This prevented...



Neutral consequence language

- Subsequently...
- Therefore...
- Consequently...
- This led to...
- As a result...
- This meant that...



A consequence is something that happens **as a result of** something else

5.2 Learning environments: How do learning environments encourage enthusiasm for history learning and reflect the high status of history within the school?



Winning entries to the Black History Month competition on display in the block– runs in some form every year

Also 3.1

5.2 Learning environments: How do learning environments encourage enthusiasm for history learning and reflect the high status of history within the school?

Displays on History at university in the History corridor



5.2 Learning environments: How do learning environments encourage enthusiasm for history learning and reflect the high status of history within the school?

LHS HISTORIANS



1. Study diversity, hidden histories and controversial stories

2. Challenge stereotypes

3. Ask big questions and answer big questions through enquiry

4. Have detailed knowledge about the past

5. Evaluate arguments



6. Make well reasoned judgements



7. Interrogate evidence

8. Examine causes and consequence

9. Study change and continuity

10. Consider significance

11. Write academic essays



12. Explore the idea that *history* and *the past* are not the same

‘LHS Historians’ poster – up in classrooms and in the corridor of the block. Also part of our curriculum statement on school website.

Also 3.1

5.2 Learning environments: How do learning environments encourage enthusiasm for history learning and reflect the high status of history within the school?



History Heroes

GCSE Results

2025

10% of students achieved grade 9!

30% of students achieved grades 7-9
(national average was 26%)

70% of students achieved grades 4-9
(national average was 64%)

2024

25% of students achieved grades 7-9
(national average was 25%)

72% of students achieved grades 4-9
(national average was 63%)



Well done!





History Heroes

A Level Results

2025

30% of students achieved grades A*-A

94% of students achieved grades A*-C

2024

25% of students achieved grades A*-A

85% of students achieved grades A*-C

2023

32% of students achieved grades A*-A

89% of students achieved grades A*-C

Politics Heroes

2025

33% of students achieved grades A*-A

93% of students achieved grades A*-C

2024

41% of students achieved grades A*-A

76% of students achieved grades A*-C

2023

27% of students achieved grades A*-A

66% of students achieved grades A*-C

Well done!

Posters up in block celebrating results – updated each year

Also 4.4

5.2 Learning environments: How do learning environments encourage enthusiasm for history learning and reflect the high status of history within the school?

Example of History sharing material to go on TV displays in the main school block

Hia

I'm just researching and gathering things for International Women's Day - they've got some graphics that can be used on social media - is it something you could use and add to social media and the screens in A block? [IWD: Download IWD 2025 Social Media Cards](#)

Also 3.1

The info from IWD website could be used in description:

Imagine a gender equal world. A world free of bias, stereotypes, and discrimination. A world that's diverse, equitable, and inclusive. A world where difference is valued and celebrated. Together we can forge gender equality. Collectively for #IWD2025 we can all [#AccelerateAction](#).

International Women's Day (IWD) has been around for over a hundred years, as have many of the issues still impacting women's advancement. Since 1911, IWD belongs to all who care about women's equality. Celebrate women's achievement. Raise awareness about discrimination. Take action to forge gender parity.

We could add: Little Heath Students will be joining an assembly on Friday about International Women's Day and tutors will have access to further resources and ideas to help students think about their role in accelerating action towards a more equal, equitable and diverse community.

The link for the assembly on Friday is here to add to the bullet in please - https://teams.microsoft.com/l/meetup-join/19%3ameeting_ZGRmYzA5OGltY2NiMi00NDdmLTg1ZTYtY2RiYjc3YWE0MTM0%40thread.v2/0?context=%7b%22Tid%22%3a%227ae003b2-65f6-4ea8-8a54-69d54c4b303c%22%2c%22Oid%22%3a%225859773b-b8e2-480c-ad2a-174a3cb3b0b4%22%7d

And there are some things to put on the bulletin for tutors:

Some activities for tutor groups this week: [2022 IWD Activity](#)

Some word searches: [IWD-Word-Search.pdf](#)

Thanks!

Pam

5.2 Learning environments: How do learning environments encourage enthusiasm for history learning and reflect the high status of history within the school?

Example of History sharing material to go on TV displays in the main school block and promotion of whole school BHM Competition

Also 3.1



Start reply with: Looks great, thank you! Thank you! Wonderful! Thank you so much!

Sorry Pam, please see attached! 🙄

And yes not a problem, I can get it shared on the screens from 2:30pm today and I will get a Social Media post scheduled also!

Thanks,
Adam

5.2 Learning environments: How do learning environments encourage enthusiasm for history learning and reflect the high status of history within the school?

Poster up in block and shared with 6th form students



5.3 Website and communications: How does history contribute to the school’s online communications?

Social media post by school celebrating SJ Bee’s award



5.3 Website and communications: How does history contribute to the school's online communications?

 Little Heath School

22 July 2025 · 🌐

The history department have been working with the Year 5s at St Paul's Primary School recently to help them to understand how history is constructed. The Year 5s explored an archaeological dig site, and learnt how to construct and evidence their theories surrounding what they'd uncovered. They were absolutely wonderful, and great fun was had by all! [See less](#)

Social media post by school about the primary school visit SJ Bee and Pam Canning ran in 2025. Days in 2 primary schools are planned for 2026



5.3 Website and communications: How does history contribute to the school's online communications?

Social media post by school on students involved with Lessons from Auschwitz and comments on the post below.

Also 3.1



Little Heath School
27 May at 19:00 · 🌐

In February this year, six brilliant Year 12 students took part in the Lessons from Auschwitz Project [Holocaust Educational Trust \(UK\)](#) - LFA Project. This involved a commitment to take part in seminars, research and education about the Holocaust and its legacies today, but also visit Auschwitz and complete a reflection and Next Steps project.

The students are now supporting Holocaust education within the school by coming in to Year 8 History lessons who have started the topic.

These students have conducted themselves with consideration, thoughtfulness and compassion for an important and upsetting part of the past. A huge well done to Flossie, Tess, Leo, Riley, Ellie and Alexander, we're really proud of them! A big thank you to Mr Herring too, who has supported these students through the project. [See less](#)





Top fan

Becca Chapman

Thank you to Mr Herring and Mrs Canning for organising this experience, as a parent of one of the students I know they really valued it and found it thought provoking. Another example of the history department at the school being amazing.

1w Like Reply



Richard Cohen

Little Heath School - this is uplifting to see. Well done to the students involved. Thank you to the school's History department for making this happen.

I was the only Jewish student at Little Heath for a number of years in the early 1980s. The lack of student understanding of the Holocaust at that time - and some of the vile comments I was exposed to from many and often - reinforce why this is such an important part of today's curriculum [#neveragain](#)

1w Like Reply



Jane Barnes

Well done to you all...I don't think I could study this subject for long without getting upset. Fair play that they committed to this - shows maturity and helps us to continue to remember with our younger generation

1w Like Reply

5.4 Community links: How is the wider community involved in history education at the school and beyond?

 **Little Heath School**
30 April 2025 · 🌐

We have been very lucky recently to be asked to be involved in a joint project with the University of Reading and The Museum of English Rural Life. A select group of Year 8 students were chosen due to their interest in History and / or Drama to part in a workshop run by second-year [University of Reading](#) students who have been working with the Museum of English Rural Life (MERL)

Students had the opportunity to develop both their drama and history skills working with stories of the past and different theatrical techniques to create a final performance.

We would like to thank the University of Reading and [The Museum of English Rural Life](#) for involving us with this project! [See less](#)



Social media post by school and email arranging the day, about department's work with The Museum of English Rural Life and University of Reading students

Also 5.5 and 5.4

Hi all,

So I've just had a meeting with **MERL** and the Film, Theatre and Television tutor to discuss the workshop where 3-4 Second yr University students will lead an enrichment session linking History with Drama.

Plans are:

- Keep with yr 8 again (workshop takes place term 3 or 4 and keep it to students that have picked Drama and History for GCSE)
- Possible focus on WW1, votes for women or WW2. (**MERL** have lots of local links to all of these)
- For the drama aspect, the uni tutor said they had been looking at puppetry and if that was an option to use for the workshop.
- The decision also was to have the students come in and observe History and Drama lessons around January time.
- I meet with them to talk about teaching/ timings/ expectations

I hope that's okay! They did suggest having it at the **MERL** but I said due to transport and organisation that having it here would be easier (and that we have the new drama studio for them to work in).

Nothing for any of you to do but just thought I'd keep you in the loop as plans have now been made. If there is anything Drama related you also want me to tell them just let me know, I have already sent your curriculum.

Thanks,
Kathryn

5.4 Community links: How is the wider community involved in history education at the school and beyond?

Slide from lessons planned as a result of Kathryn Elsdon's involvement with MERL

Also 3.1

So, why would the spice box be displayed in this way at the MERL?

Having watched the following clip, discuss:

- Why is the spice box important to the MERL?
- How does the meaning of the box compare to last lesson?
- What does this suggest about the meaning of objects?

Imagine a cosy country kitchen infused with the smell of baking. These sugar cutters, spice boxes and gingerbread moulds wouldn't look out of place. However, in the 1800s sugar and spices were too expensive for rural labourers. They lived mostly on bread and potatoes.



5.5 How does the department contribute to the wider local community?

 Little Heath School

 10 August 2025 · 🌐

The History Department have been working on an exciting teacher fellowship project in partnership with the Historical Association and Henry on Tour. Henry on Tour is a current historical research project which is seeking to map the royal progresses of Henry VIII for the first time. As part of this project, history students from Years 7-9 have been investigating the visits Henry VIII made to Reading. This has never been covered in any detail before in historical literature!

They have visited Royal Berkshire Archives, Reading Museum and Reading Abbey Ruins, carrying out the historical research themselves. They have made some amazing discoveries which have been documented on video and have been made into a series of three films to share with with the project partners, and other history students across the country!

We shared the first video with you last term, and we're pleased to now share the next instalment. You can watch the second film on our YouTube channel here: <https://youtu.be/cz5j5Fa3m88>

For more information about this project, please click the link below to read the full article on our website: <https://www.littleheath.org.uk/news/?pid=66&nid=1...> See less



LITTLE HEATH HISTORY

Investigates



Social media post by school about links to Royal Berkshire Archives and Reading Museum, sharing the work students have done

SJ Bee's session to PGCE Students at University of Reading about her fellowship project

1

2

3

4

5

6

7

8

It's highly likely that, despite having the same materials, you won't have constructed exactly the same thing! You'll have **chosen** to use your pieces in slightly different ways, or to discard pieces altogether!

This is what history is like! We use evidence to **construct theories** about the past. What we construct depends on the evidence available/that we **choose** to look for, **how** we choose to use it, and the **questions** we ask.

and etymology	
A journey undertaken by a monarch and their court across their territories.	In 1529 Henry VIII visited Reading while on progress.
	
Key word Royal Progress	
Field of Cloth of Gold 1520	Hampton Court The Tower of London

[illegible]

5.5 How does the department contribute to the wider local community?

 **Little Heath School**
22 July 2025 · 🌐

The history department have been working with the Year 5s at St Paul's Primary School recently to help them to understand how history is constructed. The Year 5s explored an archaeological dig site, and learnt how to construct and evidence their theories surrounding what they'd uncovered. They were absolutely wonderful, and great fun was had by all! [See less](#)



Social media post by school about the primary school visit SJ Bee and Pam Canning ran in 2025. Days in 2 primary schools are planned for 2026

Also 5.3

5.5 How does the department contribute to the wider local community?



Cunning Plan

... for using TV producers' techniques to make the most effective use of retrieval practice

Last year I was working with colleagues on a project examining Rosenshine's principle of beginning lessons with a short review of previous learning.¹ At the same time I was working with a history trainee who had been using recall quizzes as a starter with GCSE students. Following a lesson observation, we were discussing with her university tutor how important the choice of questions is, not least because it means the start of the lesson can be used to ensure that students have focused on retrieving the specific knowledge that they need 'at their fingertips' if they are to make confident connections between their prior learning and the new knowledge to be introduced and thus to tackle the new historical thinking that the lesson will require of them.² It struck me how similar this process is, in some respects, to the way in which television series provide recaps of events from previous episodes at the start of each new one. I had recently been catching up on the British crime drama series *Luther* (Figure 1), and had noticed how the 'Previously on...' section at the start drew not just from the preceding episode, but sometimes from three or four earlier episodes, or even from the previous series, to remind

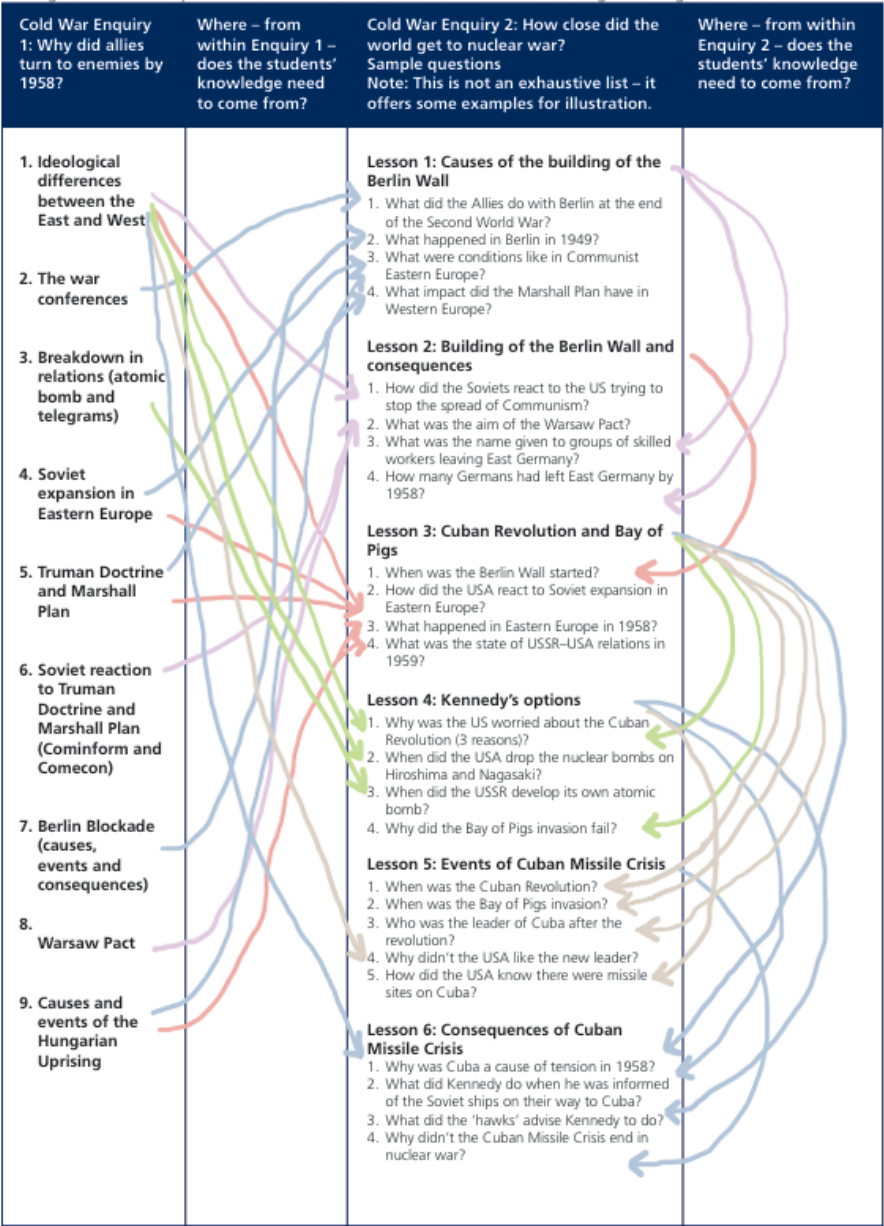
the viewer of threads of the storyline that would be continued in the new episode.³

If history is the story we tell about the past, then it is certainly a complex, interwoven and intricate story, with multiple characters and storylines. While our task as history teachers might seem very different from that of TV producers, both of us are more successful when our audience (of viewers or students) is following the plot, characters and locations in the story. We both depend on the 'audience' recalling what they have previously learned and neither of us can confidently assume that this recall will happen automatically. Series producers provide a quick recap of vital scenes and dialogue rather than assuming that viewers will easily remember them from previous episodes. As teachers, we face the same challenge. It is not enough, as Jones has explained, for us simply to teach knowledge and hope that it will then be secure in students' long-term memory and accessible when they need it again.⁴ We need to take deliberate steps to stimulate and strengthen the memory of essential information in the narrative that students have been following.

Figure 1: Idris Elba as DCI John Luther in the BBC series *Luther*



Figure 2: The recall questions from the starts of lessons with 'where the knowledge is coming from' identified



Pam Canning's 'Cunning Plan' on retrieval practice in History lessons

Also 2.5

5.5 How does the department contribute to the wider local community?

Email regarding support Kathryn Elsdon gave a teacher at Bishop Althorn School on teaching Cold War in Asia

Also 2.5

Hi all

I just wanted to say a huge thanks to you all for sharing your resources on the Cold War in Asia Unit which I will be teaching for the first time in September. They really are fabulous and will be such a huge. I will naturally share anything that we produce that I think might be of interest / use. I would be interested know how many teaching hours you give over to the unit and how you fit this in with the other elements? Also which text books do you use / refer to in the powerpoints?

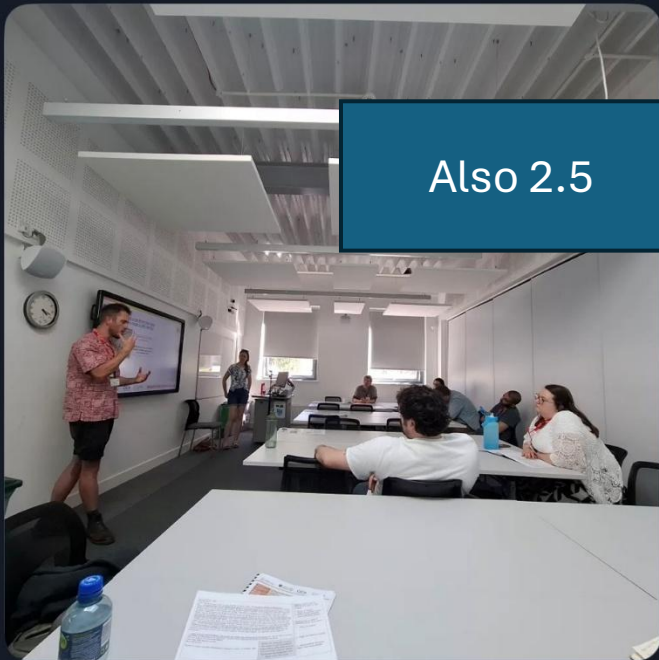
Kind Regards

Emily

Resources planned by Pam Canning, Jack Brown and Sarah Weidenmuller on Sweet Patootee's TURNING POINT film = published on Curriculum PATHS site and presented at SHP 2025

Dan Lyndon-Cohen @danlyndon.... · 11mo

Pam Canning and Jack Brown using superb film resources made by Sweet Patootee Arts g.co/kgs/tFDzsKe to show the experiences of Carribbean soldiers in WWI #SHP25



Also 2.5

all taught these le: students' engager

Mon 11:37 (Local time)

5.5 How does the department contribute to the wider local community?

Email to PCA and ex-trainee about resources created for Royal Holloway's Inclusive Histories Project

Also 2.5

Hi both,

I'll have a look over the factors grid later in the week - definitely a useful prompt for discussion and something we can use!

The resources look fantastic. Thank you both so much for everything you've done. This was our first time trialling the 'teacher consultancy' aspect of the project, and what you've managed to create in two days has genuinely surpassed expectation and made me feel very optimistic about the project!

If you have any feedback on how you've found the experience (from the initial discussions, briefing, -and the last two days) then it would be greatly appreciated. This is a slightly new collaborative way of working and we're keen to get it right.

Thank you both again and we will certainly be in touch.

Thanks,
James

5.5 How does the department contribute to the wider local community?

Email regarding support PCA gave to a teacher introducing A Level History to a new school

Also 2.5

Hi Pam,

Thanks so much for all the support you have given me. Your consultancy has been very beneficial, and the materials have given me a base to build the course.

If it's convenient for your school, I will speak to my line manager today regarding potential shadow opportunities and may be able to propose a few dates by the end of this week. I can bring some of the critical documents I would have prepared by the point and cross-reference them with members who work in your department.

Additionally, I will start to source relevant contacts who also teach ORC Tsarist/Communist Russia and CW in East Asia. As you said, a network would be a handy tool.

Many thanks once again, and I will be in contact soon.

Best,
James