



## **Why We Use History Booklets at Coppice Primary School**

At Coppice Primary, history is taught through carefully designed booklets that pupils use from Year 1 through to Year 6. These booklets combine the best features of a textbook and a workbook. They include clear explanations, historical sources, maps and images alongside activities that allow children to record their learning. Using booklets helps us deliver a high-quality history curriculum that is engaging, inclusive and well-organised.

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### **A Consistent and High-Quality Experience**

Each history unit has its own bespoke booklet, written by the school's history lead. Every booklet follows a familiar layout and style, so pupils quickly know what to expect. All the content pupils need - reading, tasks, assessments and revision - is contained in one place. Lessons are clearly structured and organised around a key question, helping children understand the purpose of their learning and how each lesson fits into the topic.

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### **Carefully Planned Historical Knowledge**

The knowledge taught in each history unit is thoughtfully chosen and ordered to support long-term understanding. Content is introduced step by step, allowing pupils to build secure foundations before moving on to more complex ideas. Each booklet is supported by a knowledge organiser, which sets out key facts and vocabulary for the unit.

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### **Building Learning Over Time**

History lessons are designed as part of a clear sequence, with each lesson building on previous learning and preparing pupils for what comes next. Because the content is planned in advance, meaningful links can also be made between different history topics across the school. This structured approach supports pupils in developing a stronger sense of chronology and helps them see how different periods of history connect.

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### **Strengthening Memory Through Retrieval**

Pupils are regularly encouraged to recall what they have learned before. Each lesson begins with short retrieval activities that revisit key knowledge from previous lessons or units. This frequent practice helps children remember important information and make connections between topics. Key vocabulary is taught explicitly, and pupils can refer back to their booklet to check spellings and meanings whenever they need to.

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## **Varied and Purposeful Tasks**

Activities are carefully spaced throughout each lesson to break learning into manageable sections. Tasks are varied and engaging, and not limited to extended writing.

Children may be asked to:

- Order events on a timeline
- Match words and meanings
- Label diagrams or maps
- Sort or compare images
- Select correct answers

This variety helps maintain focus while ensuring pupils are learning the historical content.

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## **Encouraging Reading and Discussion**

The booklets place a strong emphasis on reading. Each lesson includes carefully selected texts that introduce new ideas and deepen understanding. As a result, pupils spend more time reading meaningful material during history lessons. This supports comprehension, vocabulary development and confidence when discussing historical ideas.

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## **High Expectations for All Learners**

The booklet approach reflects our belief that all pupils are capable of engaging with ambitious learning. Every child works from the same booklet and accesses the same knowledge. Teaching is adapted in response to pupils' needs through clear explanations, structured support and regular checks for understanding. Teachers may highlight key words, add prompts or provide sentence starters. Booklets can also be printed on coloured paper to support pupils with dyslexia. Additional challenge is built in, with opportunities for pupils to extend their thinking, explain their reasoning and explore ideas in greater depth.

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## **Assessment and Feedback**

Pupils' understanding is checked regularly through informal, low-pressure activities during lessons, as well as more structured assessments at the end of each unit. These assessments help teachers identify what pupils know, remember and understand, and inform future teaching.

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