



## History at Krishna Avanti Primary School

### Intent



Within an ever-changing world, Krishna Avanti Primary School understands and values the importance of teaching History from a young age. The History curriculum teaches pupils about the world in which they live and how it has changed over time by building on prior knowledge, introducing new vocabulary, and developing historical skills following the National Curriculum.

History at KAPSH is taught in line with Rosenshine's principles, following a clearly sequenced and progressive program of study based on the National Curriculum objectives, so that pupils can achieve depth in their learning. Using CUSP resources, we have implemented the six phases of teaching within every lesson which forms a strong foundation starting from connect leading to thinking- hard challenges.

Opportunities for moral growth and spiritual insight are underpinned throughout this curriculum thus making the world a better place.

Our history curriculum aims to foster a curiosity and passion for the past that our children will take with them into secondary education and beyond.

Our teaching of history draws upon prior learning, wherever the content is taught. For example, in the EYFS, pupils may learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1.

The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied.

Our history modules are chosen carefully so that our children can develop a sense of period and acquire an understanding of the relationship between the different periods of history studied. In KS2, our curriculum is taught in chronological order, to allow children to continuously build on their prior knowledge and develop a strong chronological foundation.

In History lessons, children develop knowledge of key facts, significant people, places, and cultures in history. Retrieval practice, knowledge organisers, and revision of previous learning allows children to be secure in this foundational knowledge.

Our history curriculum considers a variety of perspectives, including political, economic, religious, social, technological and cultural. Wherever possible, links with other curriculum subjects such as Art and Science allows for our children to strengthen their historical understanding. Our children learn about a range of historical topics, including local history, British history, and World history.

All children are given opportunities to study the history of diverse people and cultures, both at special times of the year, such as Black History Month, and within regular lessons.

Children are given access to increasingly complex primary and secondary sources to support their learning. They develop an understanding of the reliability of sources, and the idea that there may be different versions of the past. Children are introduced to archaeology and start to understand how artefacts are used to understand ancient cultures.

We believe that every child has the right to study a broad curriculum. Our SEND and EAL children are supported to access the curriculum in a variety of ways, including scaffolding, teacher support, and the use of Knowledge notes.

## **Implementation**



A guiding principle of our history is that pupils become 'more expert' with each study and grow an ever broadening and coherent mental timeline. This guards against superficial, disconnected, and fragmented understanding of the past. Specific and associated historical vocabulary is planned sequentially and cumulatively from Y1 to Y6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3). We use an enquiry-based History curriculum, which encourages curiosity in our learners. Overarching enquiry questions gives meaning to our children's learning. All learning starts by revisiting prior knowledge. This is scaffolded to support children to recall previous learning and make connections. Staff models explicitly the subject-specific vocabulary, knowledge, and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Learning is supported using knowledge organisers and knowledge notes that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and as a part of daily review.

Diverse history is studied and celebrated explicitly during Black History Month. Diverse history is also included within regular history units wherever appropriate. Children are encouraged to consider historical periods from a range of different perspectives.

Assessment for History is based on the key enquiry questions for each topic. Teachers assess children's understanding using a range of methods, to inform future planning. Teachers use retrieval activities regularly, to assess the children's memory of key historical knowledge. This includes knowledge of the current unit, as well as previous learning.

Our historians will be given enrichment opportunities through variety of experiences both in and out of the classroom, where appropriate to create memorable learning opportunities and to further support and develop their understanding.

## **Impact**



By the end of their time at KAPSH, we aim for children to be curious and passionate historians with an ever-growing skill and knowledge set. Outcomes in the Humanities books evidence a broad and balanced curriculum and demonstrate children's acquisition of identified key knowledge and a progression of skills.

Children can effectively use age-appropriate historical vocabulary- Vocabulary gain becomes more than just a word list and supports teaching. Children use and refer to displays and knowledge organisers and incorporate key vocabulary in their discussion based and written work.

Assessment means that teachers have a secure understanding of their pupils' progress in History and can use it to support and challenge their pupils, as well as inform future planning.

All children will make good progress from starting points in History and are supported to reach their full potential.

Children can talk about their learning with confidence and pride. They remember their history learning from previous years and can use this to support their current learning.

Pupil voice shows that children have experienced a wide range of historical sights and museums, as well as visitors. Pupils can talk about how these experiences supported their learning.

Children can talk about a wide range of diverse perspectives and consider lives that are very different to their own.

Children are fully prepared to access and enjoy the KS3 curriculum when they leave KAPSH.