

History at Killigrew Primary and Nursery School

Key Concepts

1. Pupils appreciate the importance of their **own locality** within a historical narrative.
2. Pupils understand **chronology**. They sequence events and understand what makes these events significant in relation to the world they live in now.
3. Pupils develop a **range and depth of knowledge** through **comparing** everyday life in different historical eras.
4. Pupils **critically assess** historical sources and draw conclusions about their accuracy. They are **curious** about history and the world they live in.
5. Pupils make considered choices about the way they **communicate their knowledge and understanding** depending on their audience.
6. Pupils learn about **Black history** to understand how the contribution of Black voices and achievements have shaped the society we live in, both now and in the past.

At Killigrew Primary and Nursery School, we follow the National Curriculum for History through teaching an inspiring curriculum that encourages children to ask questions about the past and be curious about their learning. We supplement our teaching with the provision of workshops, launch days and offsite learning to bring history to life for our children and enhance their cultural capital.

We identified that our children did not always know about the history of their local area and the wealth of information on their doorstep. Thus, we included a local area focus for every year group, carefully chosen to complement their history curriculum. We know that this will help pupils to appreciate the importance of their own locality within their historical narrative and bring their history learning to life.

There is a clear rationale behind our curriculum and careful consideration has determined the history topics on our curriculum map. Our provision includes a Black history focus and this focus is reinforced in our assemblies. We want to ensure that the contribution of Black people, both now and in the past, is recognised and celebrated. This is particularly significant for our school because our school population has a lower-than-average proportion of pupils from minority ethnic origins. Therefore, it is especially important that our children celebrate the achievements and contributions that people from all faiths, races and genders have made, or are making, to our wonderfully diverse world.

It was important to us that we made our history objectives explicit rather than 'topic' based, and we also identified that our pupils found the concept of chronology more difficult to understand. This was particularly true when pupils were learning about how events occurred across the world consecutively and grasping how long a time interval was when compared to other time periods. Therefore, we made sure that chronology is revised at the start of every unit and that the children understand how the period they are studying links to a wider timeline, with consecutive events included.

Another key driver for our history curriculum is linked to our whole school focus on spelling. We want our children to understand the importance of learning key historical vocabulary and spelling the key terms correctly.

Our priority is to ensure that progression is clear within our key themes, so that children are continuously challenged as their historical skills develop. Within each unit, we ensure that current

learning is linked to previous learning. This reinforces our Killigrew value of being **reflective** – our children think about what they have already learnt and build on this to learn more.



Egyptian Experience Day Year 4



Through the provision of our homework support grids, we encourage our children and families to explore history outside school.



History Homework Year 6

We have important key themes running through our curriculum, that reflect the National Curriculum programme of study: we want our children to have an excellent understanding of **chronology**. This starts in Early Years with an understanding of how to sequence events in their lifetime and finishes in Upper Key Stage Two with our pupils using relevant dates and terms to compare and contrast significant events, which may occur concurrently on a timeline.

We also have several key themes linked to the **range and depth of knowledge**. We want our pupils to confidently compare everyday life through different historical eras. To achieve this, they learn about different aspects of life in their history lessons: clothing, education, homes and settlements, education, different occupations, transport, religion and beliefs and the lives of the rich and poor in every one of their history topics. They also study the impact and legacy of significant figures and significant events in history. This learning is supplemented by assemblies linked to the legacy of inspirational people from different cultures.

When focussing on **historical interpretation and enquiry**, our pupils start by learning how to ask questions about their own world and then develop their skills until they can critically assess a wide range of historical sources through checking their accuracy and considering the implications of unconscious bias. As independent and **resilient** learners, they use the library and the internet (both at home and in school) to extend their research. This also links to our Killigrew value of being **resourceful** – our pupils use different sources to help them learn and they take **responsibility** for making the right choices to further their understanding.

Finally, we want our pupils to make choices about the way they **communicate their knowledge and understanding**. Through careful **reasoning**, our children decide the optimum way to present their learning for different audiences and purposes. Our children can confidently articulate their knowledge about the past and the importance of historical events on our lives today.



Roman Food Tasting

Through their knowledge of British history, pupils can fully understand the importance of the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance both today and in the past.

History is taught in blocks, so that children achieve depth in their learning. By the end of Year 6, children will have a chronological understanding of British history and world history from the Stone Age to the present day. They can draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans. Cross-curricular outcomes in history are specifically planned, with strong links between the history curriculum and English lessons enabling further contextual learning.



A visit to Chiltern Open Air Museum Year 3

Mid-term planning is ambitious and aligned with the National Curriculum statutory objectives.

Common objectives are carefully integrated into the planning for each year group so that progression is clear. The use of baseline questions at the start of each new unit ensures that all children are challenged from their own starting point. Our Killigrew assessment frameworks ensure that consideration is given to how greater depth will be taught, learnt, and demonstrated within each lesson. Teachers are conversant with the whole school history curriculum thus enabling explicit links to be made between prior, current and future learning.

Outcomes in **books** evidence a broad and balanced history curriculum and demonstrate the children's acquisition of key knowledge. Through comparing baseline questions at the start of each new unit to assessment questions at the end of teaching, progress is evident for all children. The use of a range of spaced retrieval activities at the start of a lesson supports pupils in transferring their knowledge from their short-term memory to their long-term memory.

In **lessons**, children ask perceptive questions, show high levels of engagement and are curious about their learning. Teachers subject knowledge is excellent and their enthusiasm for the subject is evident.

Pupil voice shows that children have a coherent knowledge and understanding of Britain's past and the influence of the past on the present. They understand the history of the wider world and can think critically about sources that have informed this knowledge. Children – from the youngest to the oldest - can retain and draw on prior learning to enhance their current understanding of a period of history.