

## History

At Overstone Primary School, we want our children to have high aspirations for their future. We aim for our children to love History and to be inspired to develop their understanding of their own history, and of people and events in the past. We teach history within a broad and balanced curriculum, following the Kapow Primary History scheme of work, designed to inspire our children to be curious and creative thinkers as they develop valuable historical enquiry skills and enabling knowledge. Our spiral curriculum revisits key knowledge and skills with increasing challenge as children progress through the school, allowing them to confidently retrieve information, practise skills and build on their previous learning experiences. Our children will develop an awareness of significant events and individuals in global, British and local history and recognise change over time. Throughout their learning journey, four key components of knowledge will be a focus. They are:

**Significance** – developing an understanding of why a person, event, or artefact is significant and understanding why interpretations of the past have been constructed using evidence from a variety of sources.

**Everyday life, particularly of women** – learning about life in different periods of time, focusing on the role of women in society.

**Chronology** – building an understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge. Our timeline frieze/display in the link corridor is referred to and is always accessible and visible to children.

**Democracy** – understanding power and leadership over time developing a sense of identity and a cultural understanding based on their historical heritage and understand how History has influenced their lives and the lives of others.

### Our History lessons:

**Knowledge retrieval** takes place at the beginning of lessons. Children in KS1 and KS2 may show answers (e.g. hands on heads or on shoulders to demonstrate choice of answer to a verbal question). In KS1 and KS2, teachers may display an 'odd one out' from a previous lesson. In Upper KS2, children may jot answers in the back of their book and self-mark.

**Vocabulary** is displayed and discussed.

**Learning Intentions** are displayed at the appropriate point during lessons. Enquiry questions are discussed and ideas are shared.

**Specific knowledge and skills** focus on the four Key Component Knowledge strands,

In KS2, two weeks of **research** takes place, allowing children to gain foundations in knowledge of the time period. Teachers direct children to research based on **Key Component Knowledge**.

### **In children's books you will see:**

Pre and post-unit mind maps to show each pupil's knowledge at these key assessment points.

Knowledge organisers.

Learning intentions written for each recorded lesson.

Quizzes where appropriate.

In Upper KS2, you will see knowledge retrieval at the back of books in form of one word answers, or ABC to questions on the board. This will be self-marked by children.