

Purpose of Study

- A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- It should inspire pupils' curiosity to know more about the past.
- Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aim

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment target

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Useful Links

- Historical Association
- Gombrich Little History of the World
- National archives
- BBC archives
- BBC Schools Primary History
- British Library
- My Learning Historic Learning

Scheme of work



- History will be taught in blocks half-termly alongside Geography.

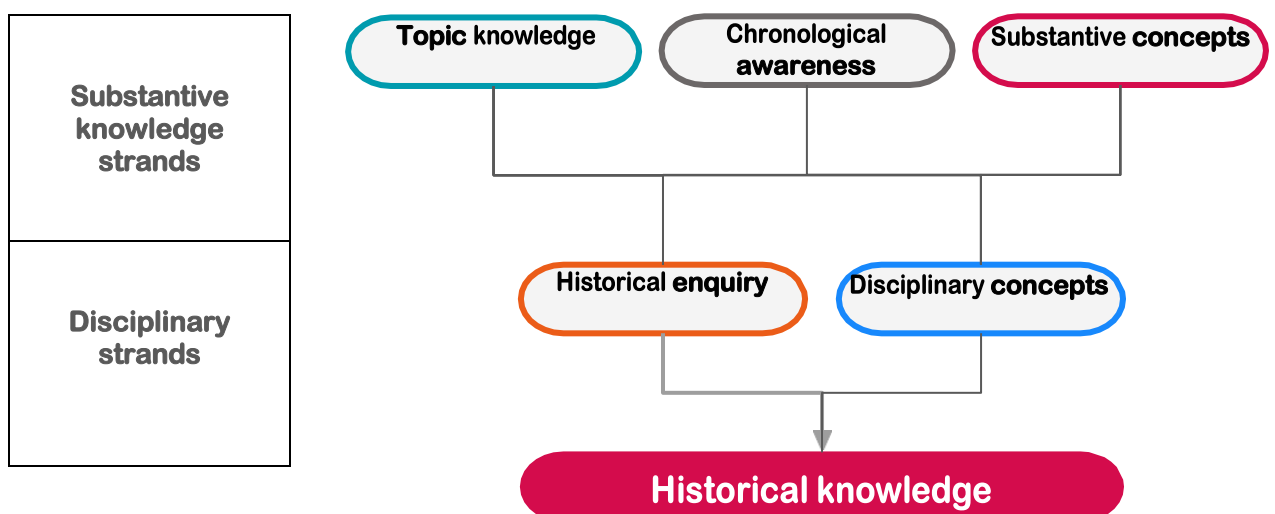
Intent

- The History scheme of work aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.
- Through our scheme of work, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Kapow Primary's History scheme aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.
- We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.
- In order to prepare pupils for their future learning in History, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.
- The History scheme of work enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum.

Implementation

The implementation of the curriculum relates to how the learning is going to be delivered across your school, taking the intent of the learning and translating it into a progressive and effective curriculum.

- In order to meet the aims of the National curriculum for History and in response to the Ofsted Research review into History, we have identified the following key strands:



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- The scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.
- Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. Children will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. The timeline supports children in developing this chronological awareness.
- Units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.
- Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:
 - **Change and continuity.**
 - **Cause and consequence.**
 - **Similarities and differences.**
 - **Historical significance.**
 - **Historical interpretations.**
 - **Sources of evidence.**
- These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the Kapow scheme, they will create their own historical enquiries to study using sources and the skills they have developed.
- Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 (see Progression of skills and knowledge) allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.
- The scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.
- History in Action videos explain the careers and work of those in history and heritage-related fields. Historians, archivists, archaeologists, museum curators, teachers and heritage experts discuss their love of history, how they became interested in the subject, how they got into their jobs and what their jobs involve.
- Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.
- Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

- Strong subject knowledge is vital for staff to be able to deliver a highly-effective and robust history curriculum. Each unit of lessons focuses on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions. Kapow has been created with the understanding that many teachers do not feel confident delivering the History curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard.

Useful documentation to support implementation:

National curriculum mapping document shows which of our units cover each of the National curriculum attainment targets and aims, as well as showing cross-curricular links available.

Progression of skills and knowledge shows the skills and key knowledge that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of the key stage.

Impact

This relates to how staff identify that the curriculum is having a positive impact on pupils' learning, how to identify gaps in their learning and how to fill these.

- The impact of the scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz, which can be used at the end of the unit to provide a summative assessment.
- After the implementation of History, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.
- The expected impact of following the History scheme of work is that children will:
 - Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
 - Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
 - Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
 - Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
 - Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
 - Understand how historians learn about the past and construct accounts.
 - Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
 - Explain how and why interpretations of the past have been constructed using evidence.
 - Make connections between historical concepts and timescales.
 - Meet the end of key stage expectations outlined in the National curriculum for History.

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Long Term Plan

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History	Geography	History	Geography	History	Geography
Reception						
Years 1 / 2	How am I making history?		How have toys changed?		How have explorers changed the world?	
Years 3 / 4	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?		British history 2: Why did the Romans settle in Britain?		What did the ancient Egyptians believe?	
Years 5 / 6	British history 5: What was life like in Tudor England?		What did the Greeks ever do for us?		How did the Maya civilisation compare to the Anglo-Saxons?	

CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History	Geography	History	Geography	History	Geography
Reception						
Years 1 / 2	How was school different in the Past?		How did we learn to fly?		What is a monarch?	
Years 3 / 4	How have children's lives changed?		British history 3: How hard was it to invade and settle in Britain?		British history 4: Were the Vikings raiders, traders or settlers?	
Years 5 / 6	What does the Census tell us about our local area?		British history 6: What was the impact of World War II on the people of Britain?		Unheard histories: Who should go on the banknote?	

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