



### **Our Vision**

**Our vision is that every child will fulfil their potential, flourish as individuals who are prepared for the next stage of their life, growing as responsible citizens and lifelong learners.**

### **Our Ethos**

**Putting the needs of every child at the heart of everything we think, say and do.**

### **our Values**

**Respect, Equality, Resilience, Courage, Awareness and Collaboration**

### **History Curriculum at Culverstone Green Primary School**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<b>Respect</b>	<b>Awareness</b>	<b>Equality</b>	<b>Collaboration</b>	<b>Courage</b>	<b>Resilience</b>
Term 1		How was school different in the past?				
Term 2	How am I making History?		Would you prefer to live in the Stone Age, Iron Age or Bronze age?	How have children's lives changed?	Were the Vikings, raiders, traders or settlers?	What does the census tell us about our local area?
Term 3						

Term 4	How have toys changed?	The Great Fire of London  *this is not a Kapow topic, however follow the skills and knowledge objectives on Kapow for Explorers topic.	Why did Romans settle in Britain?	How hard was it to invade and settle in Britain?	What did the Greeks ever do for us?	What was the impact of World War II on the people of Britain?
Term 5			What did the ancient Egyptians believe in?		What was life like in Tudor England?	
Term 6	How did we learn to fly?	What is a monarch?		How did Maya civilization compare to Anglo-Saxons?		The Sikh Empire

## Intent

As historians, we aim to provide history lessons that inspire children to want to know more about the past and to think and act as historians. Kapow Primary's 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. Kapow Primary's 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. For EYFS, the activities allow pupils to work towards the Understanding the world Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1.

#### **At Culverstone Green, we promote pupils' SMSC development through history in the following ways:**

- We know and understand the history as a coherent, chronological narrative, from the earliest times to the present day: focused on how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- We know and understand significant aspects of the history of the wider world.
- We develop articulacy by building historically grounded understanding of historical terms.
- We understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts.
- We 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.
- We expand 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.

#### **Implementation**

We use the 'Kapow' scheme of learning for history.



The Kapow Primary scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches: topic knowledge, chronological awareness, substantive concepts, historical enquiry and disciplinary concepts. 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. In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives. Children will further 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 Kapow Primary timeline supports children in developing this chronological awareness.

There are two EYFS units focused on each of the history-related Development matters statements. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes or topics. In Key stage 1 and 2, 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 Kapow 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.

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. Guidance for how to adapt the teaching 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.

## **Impact**

The past is a spotlight on the present. Knowing how the past developed, pupils at CGPS will be able to better connect the past to the 'here and now'. Pupils at CGPS will be curious about the world around them and be inspired to be a lifelong learner of History. It is through our six key concepts in our History curriculum (settlements and communities, conflict and invasion, hierarchy, societal change and revolution, trade and religion) that children at CGPS will have instilled a love of learning, a grasp of how the world works and a confidence to extend horizons. Pupils will have developed historical and chronological knowledge and understanding, as well as skills to help understand people and societies.

The impact of Kapow Primary's 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. 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 Kapow 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 relevant Early Learning Goals at the end of EYFS (Reception) and the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.

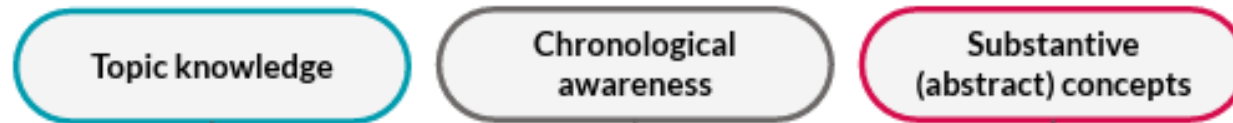
As Historians, children will be able to speak confidently about their historical experiences using the correct vocabulary and knowledge.

**We also measure the impact of our curriculum through the following methods:**

- Assessing children's understanding of topic linked vocabulary through various ways, including quizzing, retrieval practice, etc.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- The subject lead ensures that the National Curriculum requirements are being met across EYFS, KS1 and KS2.
- Moderation and scrutiny of pupil's books and professional dialogue between teachers to assess the quality of children's learning.
- Sharing good practice in staff meetings.
- Clear next steps are determined by a cycle of monitoring, evaluating and reviewing.
- Marking of written work in books.

# How is the History scheme of work organised?

Substantive knowledge strands

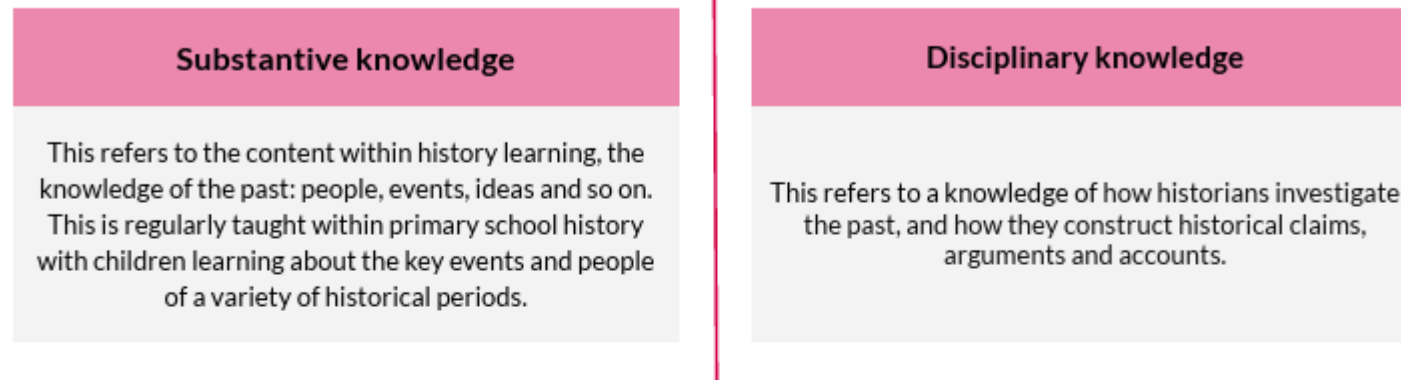


Disciplinary strands





## Different types of knowledge in **History** learning



This diagram below shows the complex interplay between understanding substantive knowledge and disciplinary knowledge which is referred to in the Ofsted research review: 'knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.' The Kapow Primary Scheme uses an enquiry-based model so that children learn key substantive knowledge using the disciplinary knowledge and methods that historians use to find out about the past.

