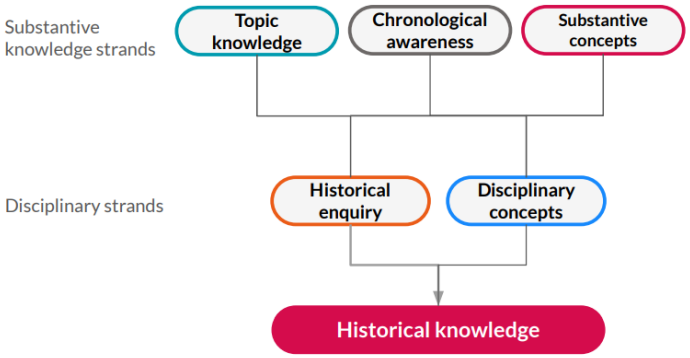
“Love Learning, Love Life…in all it’s fullness”

History Curriculum Intent, Implementation and Impact Overview			
The intent of our History curriculum is to deliver a curriculum that is accessible and engaging for all learners. We encourage children to enjoy learning about the past, understand how civilizations are developed and the impact that they have had on the world today. We look to develop their enquiry skills where they can analyse, evaluate and argue previous societies and theories. Through carefully planned lessons and topics from Kapow, children will understand chronology and where present learning sits within previous learning to create an evolving timeline. With this, children will retain more knowledge and link previous ideas and skills. Children will explore primary and secondary resources and will evaluate the validity of them. Children will develop a curiosity about the past and to be motivated to ask questions and seek answers about the time period being studied. Children will develop an understanding of significant events in British history, cultural heritage and learn about the contribution of people and civilisations from around the world.			
INTENT	RESEARCH	IMPLEMENTATION	PLANNED IMPACT
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. At Holyport, we want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. Through the scheme of work, we aim to build an awareness of	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. **(National Curriculum).**	• Knowledge Harvests Children have the chance to express prior knowledge and ask questions they wish to have answered during the unit of work, so increasing their curiosity and making the learning specific to themselves. • Skill catcher/End of unit assessment All children will complete an end of unit assessment to help form part their assessment for each topic. • Working Walls History Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of History. • Subject specific vocabulary Identified through glossaries and key vocabulary on working walls. This should be highlighted to the children at the beginning of lessons and revisited in the sequence of lessons to embed vocabulary.	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. After the implementation of Kapow Primary 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

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. At Holyport, we hope to develop pupils' understanding of how historians study the past	The study of history can bring pupils into a rich dialogue with the past and with the traditions of historical enquiry. The past and changing accounts of the past have shaped the identities of diverse people, groups and nations. Through history, pupils come to understand their place in the world, and in the long story of human development. The study of history challenges pupils to make sense of the striking similarities and vast differences in human experiences across time and place. **(Research review series: history, 14 July 2012).** One of the great joys and most important aims of history education is to enable pupils to develop their own understanding of how claims and accounts about the past are constructed. **(Subject report series: history, 13 July 2023).**	• Books - Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in history lessons and Topic areas. • Use of artefacts - Where possible we use artefacts for children to explore and investigate. Handling real objects enhanced the children's historical knowledge, understanding and skills. • Class teachers assess children's understanding in History through end of unit assessments and success criteria highlighting and this is then recorded on Target Tracker. This data is then analysed to improve the children's learning in History.  The Kapow Primary 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. 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	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.

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		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.	● 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.

further history learning in Key stage 1.		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. 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. 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. 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.	

CURRENT ACTION POINTS
• To move the history curriculum from cornerstones planning to Kapow planning ensuring full curriculum coverage. • To ensure staff are confidently using Kapow to plan their history lessons and are using appropriate resources to deliver these. • To ensure that teachers are assessing the Kapow history units accurately using Target Tracker to show attainment and progress. • To ensure all pupils continue to show good progress across their year. • For each year group to have a history enrichment day/experience each year.