



# Callow End CE Primary School Curriculum

*'Building a foundation for love and learning.'*

## History Curriculum Statement

### Intent

At Callow End we build a foundation for love and learning by providing a welcoming, safe, supportive environment and have high aspirations for **all** our pupils. As part of this vision we aim to ensure that our pupils receive the best possible education, through a history curriculum which is rich, broad and balanced and includes a wide variety of learning opportunities. Through our teaching of history, we inspire our pupils to be creative and curious thinkers who are able to ask questions, think critically and analyse historical evidence. Understanding and explaining this evidence allows our pupils to make meaningful links between the past and the present, in different ages and societies.

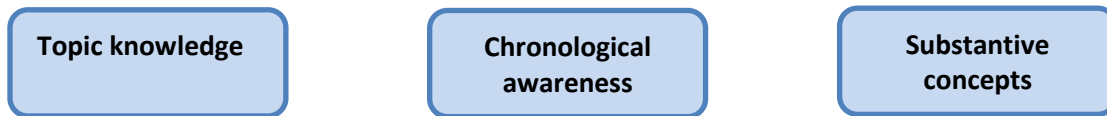
Through our carefully planned, progressive scheme of work our pupils will develop a complex knowledge of local and national history and the history of the wider world, recognising how things have changed over time. Topics have been informed by the National Curriculum and are adapted to our local area and the interests of our pupils. Studying history will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Pupils will develop an empathy for others, understand the reasons that people may behave in the way that they do and realise that it is possible to learn from mankind's past mistakes.

Our history curriculum supports pupils in building their understanding of chronology, making connections over periods of time. We develop pupils' understanding of how historians study the past and support them in building their own skills in order to carry out historical enquires. There is also an emphasis on historical vocabulary which progresses through the year groups. We want our pupils to develop curiosity, empathy and understanding, seeing history as an on-going process rather than a series of one off events.

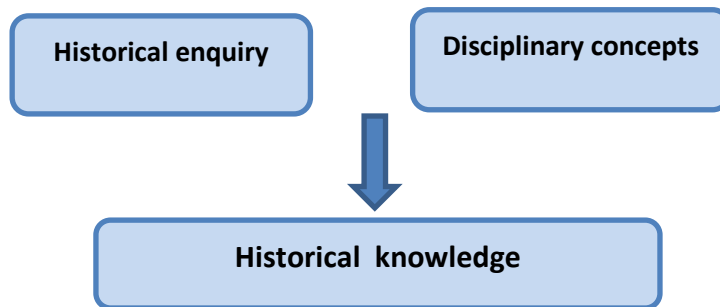
### Implementation

In order to ensure full coverage and progression over time, our curriculum is based on the Kapow Primary Curriculum, with units chosen and adapted to meet the needs of our pupils, our school vision and our mixed age classes. The curriculum is planned on a two year cycle to ensure full coverage. 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 strands:

### Substantive knowledge strands:



### Disciplinary strands



Our history 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. A 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

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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.

The teaching of history is monitored by the subject leader through lesson observations, work scrutiny, staff feedback and pupil voice. The subject leader supports staff to ensure high quality first teaching of history.

## Impact

The impact of our history curriculum is 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.

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 end of key stage expectations outlined in the National curriculum for History.

After the implementation of our history curriculum, our pupils should leave Callow End equipped with a range of historical 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. Our pupils will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past. We aim for our pupils to understand career opportunities linked to history and to have built a love of learning for the subject.