

History Intent

At Kiwi Primary School, we teach History using Kapow Primary's scheme of work. Our aim is to inspire pupils to become inquisitive and imaginative thinkers who develop a comprehensive understanding of local, national, and global history. We want them to have the confidence to think critically, ask questions, and effectively explain and analyse historical evidence.

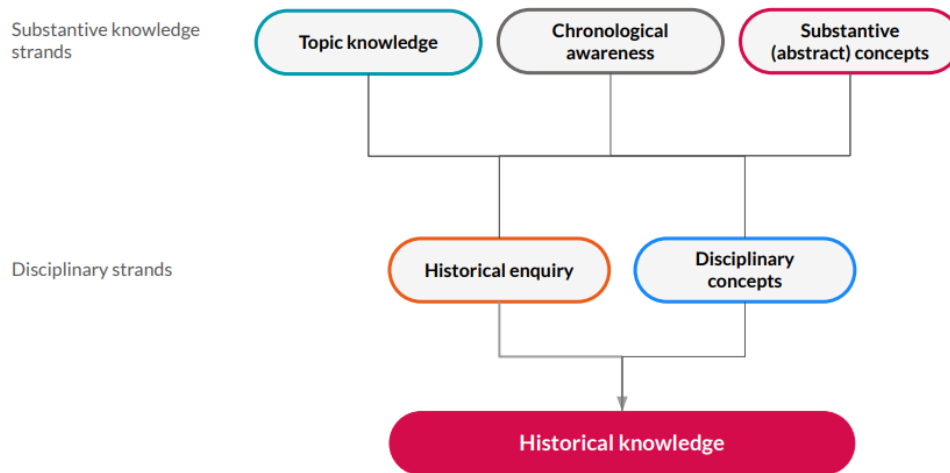
Through the scheme of work, we strive to cultivate an awareness of significant events and individuals in global, British, and local history, and how things have evolved over time. We believe that studying History helps children appreciate the complexity of people's lives, the diversity of societies, and the relationships between different groups. This, in turn, supports the development of empathy and provides an opportunity to learn from mankind's past mistakes.

Through the teaching of history, we seek to assist pupils in building their understanding of chronology in each year group, making connections between different time periods, and developing a secure chronological knowledge of History. We also aim to foster pupils' understanding of how historians study the past, construct accounts, and develop the skills necessary to conduct their own historical enquiries.

To prepare pupils for future learning in History, they are introduced to key substantive concepts, including power, invasion, settlement and migration, empire, civilization, religion, trade, achievements of humankind, society, and culture. By following Kapow Primary's History scheme of work, our pupils can achieve the end of Key Stage attainment targets in the National Curriculum, while also aligning with the aims outlined in the National Curriculum.

For the Early Years Foundation Stage (EYFS), our activities enable pupils to work towards the Understanding the World Development Matters statements and Early Learning Goals. These activities also provide foundational knowledge that will support their further learning in History through Key Stage 1.

History Implementation



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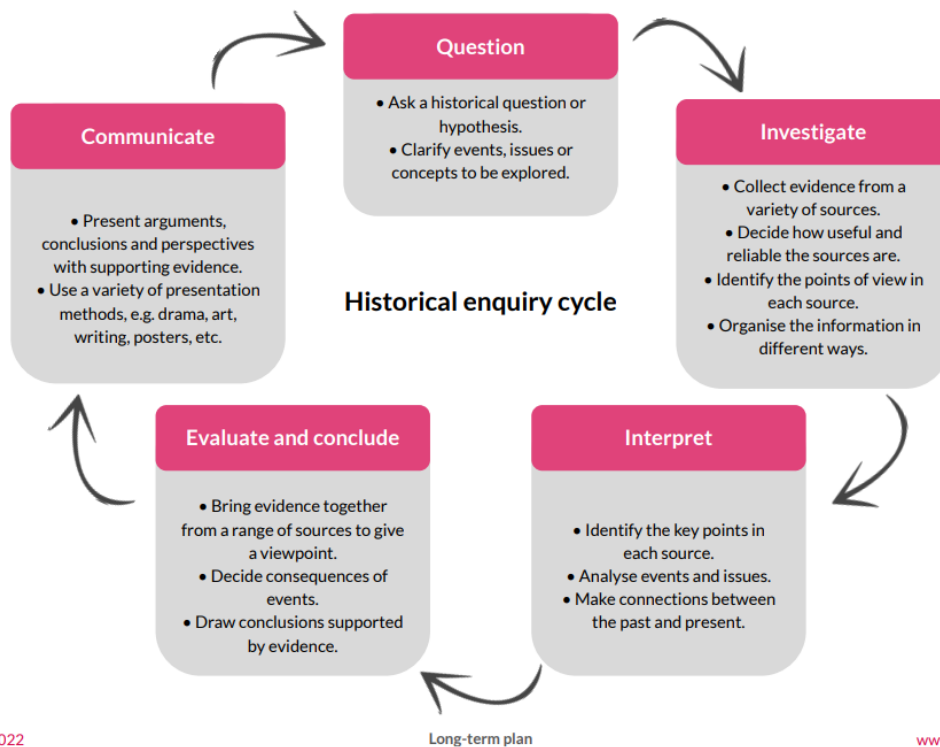
The Kapow Primary scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our history units to create engaging and enriching learning experiences that allow the children to investigate history 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 Early Years Foundation Stage (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.

In Key Stage 1 and 2, units are organized around an enquiry-based question, and children are encouraged to follow the enquiry cycle (see diagram below) 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 judgments. They will confidently develop and use their own historical skillset and will eventually create their own historical inquiries 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 that 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 a 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 understanding of concepts and chronology as well as their in-depth knowledge of the context being studied.

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.

History Impact

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, children should leave Kiwi Primary 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 judgments 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 civilizations, empires, non-European societies, and the achievements of mankind.
- Develop a historically grounded understanding of substantive concepts - power, invasion, settlement, and migration, civilization, 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 inquiry-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.