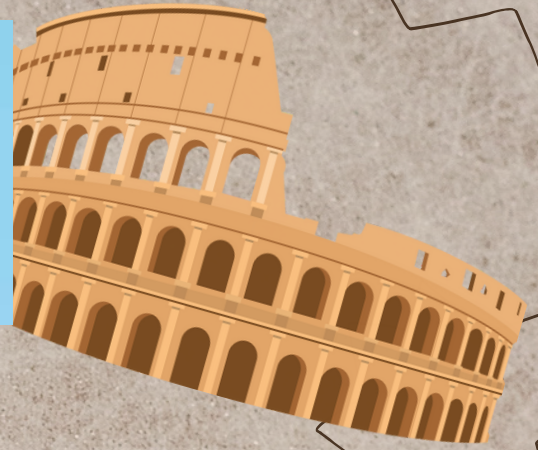




St. Andrew's
Catholic Primary School



Subject Handbook

History



INTENT

Vision for History

Our History curriculum 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. Our children will become expert historians by being exposed to a rich, complex and diverse set of historical people and places.

Our History Curriculum

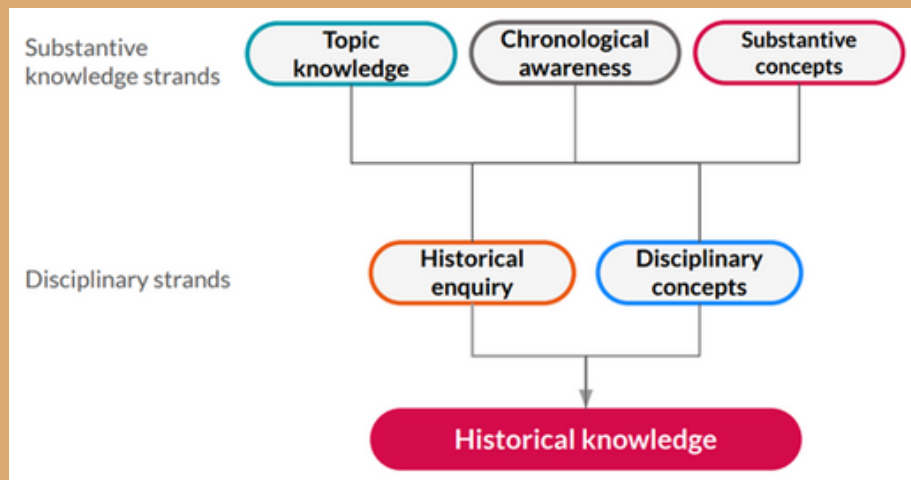
Our curriculum has been developed using the Kapow Primary scheme of work, a knowledge rich curriculum written and developed by History specialists. As children work through our History curriculum they will know more, understand more and remember more about the lives of people in the past. Pupils will build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. Our History curriculum will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Our scheme of learning 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.

Our History Curriculum will enable pupils to:

- Develop a sense of time (chronology), recognising how time is measured
- Investigate how and why events happen and how they may be linked
- Consider what it was like to live in different periods and what motivated the people who lived then
- Develop empathy for others while providing an opportunity to learn from mankind's past mistakes
- Appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups

IMPLEMENTATION

History, as a subject, is taught using the Kapow Primary scheme of work. This is enhanced with subject specific reading materials. Through study of local History in both KS1 and KS2, we strive to make this learning relevant to our pupils. Our scheme of learning emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram below. 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.



Our History curriculum 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.

We know that 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. The Kapow Primary scheme of learning 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.

Curriculum Overviews and Progression

	Autumn	Spring	Summer	
Year 1	How am I making history?	How have toys changed?	How have explorers changed the world?	Local History Study: Hobs Moat
Year 2	How was school different in the past?	How did we learn to fly?	What is a monarch?	
Year 3	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?	
Year 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?	
Year 5	British history 5: What was life like in Tudor England?	What did the Greeks ever do for us?	How did the Mayan Civilisation compare to the Anglo Saxons?	
Year 6	British history 6: What was the impact of World War II on the people of Britain?	What does the census tell us about our local area?	Unheard histories: Who should go on the banknote?	

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

Our National curriculum coverage document shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands in Key stage 1 and 2.

The EYFS transition to Year One document reflects which Development matters statements and Early learning goals are met and how this prepares learners for the Geography units they will be studying in Year One.

Inclusion

All children access the full History Curriculum. We scaffold where required using resources, adaptations and adult support to ensure all learners make progress. Each lesson in the Kapow Primary scheme of work provides guidance for teachers on how to adapt their teaching to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are also available if needed.

IMPACT

Our History curriculum will allow children to become 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. We are constantly monitoring the impact of our History curriculum and the knowledge acquired by pupils through both formative and summative assessment opportunities.

The expected impact of following the Kapow Primary 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.

Assessment

Assessment allows teachers to make live judgements about children's learning. Based on comprehensive knowledge and skills framework, teachers assess, monitor, track and report History. Each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding. All summative teacher assessments are saved termly on our Insight Assessment tracking system. Opportunities for children to present their findings using their knowledge and skills as Historians in the format of an extended piece of writing or double-page spread will also form part of the assessment process in each unit.



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