

Great Orton Primary School



History Policy

Issue number	Author / Owner	Date Written	Approved by Governors
1	Lucy Shannon	December 2023	

Intent

Great Orton'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. Great Orton'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. Great Orton'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.

Implementation

In order 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 key strands:

- Substantive concepts.
- Disciplinary concepts.
- Historical enquiry.
- Chronological awareness

The Kapow Primary scheme emphasises the importance of chronological knowledge across all strands to support the development of substantive concepts, historical skills and historical enquiry. 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.

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. The implementation of the curriculum relates to how the learning is going to be delivered across our school, taking the intent of the learning and translating it into a progressive and effective curriculum. When using a scheme, such as Kapow Primary, the majority of this aspect is taken care of.

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 and 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 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 be expanded. 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.

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 pupil support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Curriculum Planning

EYFS and Key Stage One Long Term Plan for History			
Term	Autumn 1	Spring 1	Summer 1
Subject	History	History	History
1st Year 2023-2024	Cycle A How am I making history?	Cycle B How was school different in the past?	Cycle A How have toys changed?
2nd Year 2024-2025	Cycle B What is History?	Cycle A How did we learn to fly?	Cycle B What is a monarch?

Lower Key Stage Two Long Term Plan for History			
Term	Autumn 1	Spring 1	Summer 1
Subject	History	History	History
1st Year 2023-2024	Cycle A British History 1: Would you prefer to live in Stone Age, Iron Age or Bronze Age?	Cycle B How have children's lives changed?	Cycle B What did the Ancient Egyptians believe?
2nd Year 2024-2025	Cycle A British History 2: Why did the Romans settle in Britain?	Cycle A British History 3: How hard was it to invade and settle in Britain?	How did Benin compare to medieval Britain?

Upper Key Stage Two Long Term Plan for History			
Term	Autumn 1	Spring 1	Summer 1
Subject	History	History	History
1st Year	Cycle A British History 4: Were the Vikings raiders, traders or settlers?	Cycle A British History 5: What was life like in Tudor England?	Cycle A British History 6: What was the impact of World War II on the people of Britain?
2nd Year	Cycle B What does the Census tell us about our local area?	What did the Greeks ever do for us?	Cycle B Unheard Histories: Who should go on the banknote?

History for EYFS

Great Orton will use the Reception Units from Kapow interspersed with other history topics through the academic year relevant to the unit being taught. These History Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Understanding the world' statements and also fully integrated with the Kapow Primary Key stage 1 and 2 curriculum for History offering a unified approach to teaching History in EYFS. This will allow the children to develop the relevant skills which they will then build on in Key Stage One.

Teaching History to those with Special Educational Needs (SEN).

The needs of individuals will be taken into account throughout the curriculum at Great Orton. Resources will be adapted where necessary/possible and children will have access to a variety of tasks to ensure that they can access learning along with their peers.

Assessment and recording

Children will complete a short quiz before and after the unit being taught to gauge children's progress and understanding from beginning to end. This quiz consists of up to 9 multiple choice questions and a final question where children can expand upon their learning and give more detail regarding key themes from that unit.

Staff will also complete a tracking sheet relevant to each child's year group termly which corresponds to the national curriculum skills and knowledge. Children will be judged as below, at or above expectations.

Monitoring and Reviewing

The curriculum will be monitored by the history leader in the form of book looks, lesson drop ins, and unit reviews with staff. The curriculum is set up as part of a three- and four-year rolling programme and will be reviewed holistically at the end of this programme to look for the impact it has had upon the children's development of knowledge and skills.

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 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 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.
- Be assessed at the end of each unit against the Key Stage objectives and children will complete the end of unit quizzes and/or knowledge catchers to determine the progress made within each unit.
- Make connections between historical concepts and timescales.
- Meet the end of key stage expectations outlined in the national curriculum for History