



History Curriculum Statement – Intent, Implementation & Impact

INTENT

Students who have a good history education will be able to understand both the past of Britain and the rest of the world. It should capture students' interest in learning more about the past. Students should be taught how to think critically, evaluate arguments, assess facts, ask perceptive questions, and exercise perspective and judgement. Students learn about the complexity of people's lives, the evolution of society, the relationships between various groups, as well as their own identity and the problems facing their generation through studying history.

Curriculum Aims

The National Curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national, and international history; between cultural, economic, and military.

IMPLEMENTATION

Weekly lessons, in alternate terms, are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. We follow the Kapow History Scheme where 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.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources and follow 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 historical events by experiencing them in a range of historical contexts and periods.



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In each key stage, we provide children the opportunity to either visit sites of historical significance or we encourage visitors to come into the school and talk about their experiences of events in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?' about information they are given. Through inquiry, it is intended that students learn to ask meaningful questions to improve analytical thinking, analyse the merits of the evidence, sift through competing viewpoints, and acquire perspective and judgement.

IMPACT

Our curriculum makes sure that students have the historical information and skills they need to be prepared for the next Key Stage curriculum as well as for life as an adult in a larger society. We provide learning opportunities that motivate students to take up fresh challenges in their present and future lives. As students investigate the diversity of society, they will learn how historical occurrences have influenced the world in which they currently reside and develop an understanding of the process of change. Students' ability to conduct independent research will aid them in pursuing their own interests and future objectives.

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 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.

The impact of teaching and learning in History is monitored through both formative and summative assessment opportunities. During the lessons, there are opportunities to check the children's understanding against the learning objective and at the end of each unit, the children take part in a skill catcher and knowledge assessment quiz which is then used as a summative assessment.