



Subject On a Page

Vision:

"Inspire knowledgeable historians, who can link the past to their present and their future"

Intent:

History ignites pupils' curiosity to ask questions and know more about Britain's past and that of the wider world. At Graiseley we aim to inspire children to be curious and creative thinkers who develop a deep 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. We aim 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.

Implementation:

History begins in EYFS through the teaching of Understanding the World. By the time children reach the end of Reception, we expect them to have met the relevant History statements within the Understanding the World ELG – Past and Present, to ensure a good level of historical development when moving into Key Stage One.

Within Key Stage One and Key Stage Two, History is taught every other half term and units are based on the Kapow History Scheme of Work.

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.

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.

Impact:

Pupils should leave Graiseley 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 a question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past. This is constantly monitored through assessment for learning within the classroom which is used to record each child's understanding at the end of each unit of work (where children may be described as working at or below national expectation).