



Landscape C of E Primary School & Broadhempston Primary School

History Curriculum Plan



Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school.

Key areas of knowledge are derived from the National Curriculum and split into individual key stages to support a progressive approach to learning in our mixed age classes.

At Landscape C of E Primary School & Broadhempston Primary School we are very proud of our whole-school History Curriculum. It has been developed with the understanding that through learning to ask and investigate questions about the past, our children are able to make better sense of the world today and are more informed and enlightened citizens going into the future. We have therefore carefully created a whole-school history curriculum which is:

- **Aspirational:** Our high-expectations in history teaching and learning enables our children to fulfil their individual potential, cultivates their natural curiosity about the past and enables our children to appreciate the value of history learning to them in their 21st century world.
- **Engaging:** Our children develop their historical perspective through enquiry-based learning. Pupils are inspired to become curious and analytical thinkers with a broad understanding of the past – in other words, to think like historians rather than simply memorizing facts. The intention is for all pupils to develop the confidence to question and investigate evidence, explore different perspectives and build informed interpretations of events, people and societies
- **Expertise:** The concepts ‘continuity & change’, ‘cause & consequence’, ‘similarity & difference (diversity)’ and ‘significance’ underpin these, with children asking increasingly nuanced questions, exploring how the past is constructed from a range of sources, appreciating why interpretations of history vary and understanding how knowledge of the past is constructed by historians. Using Kapow, supports teachers in developing their subject knowledge and skills, enabling them to confidently deliver engaging, well-informed lessons.
- **Logical, Broad & Balanced:** Learning and enquiries have been purposefully selected and sequenced to meet the guidance and expectations of the Early Years Foundation Stage and the National Curriculum, to support children’s developing chronological understanding and to be relevant to our children. The scheme aims to build pupils’ awareness of how History shapes identities, cultures and communities over time. We inspire them to become reflective, active citizens who can draw on historical understanding to make sense of the present and contribute thoughtfully to the future.
- **Progressively More Challenging:** Our curriculum is designed so that children build upon prior learning and encounter more complex subject knowledge using increasingly sophisticated critical thinking skills. In doing so they develop a secure subject knowledge, achieve a deeper understanding of key concepts and know what it means to work historically. Key historical concepts, such as ‘monarchy’ and ‘trade’, are taught within historical contexts and are revisited and developed through our curriculum, to further learning about people, events and periods of the past.
- **Cultural & Contextual Awareness:** Our curriculum deliberately explores diversity and the impact of historical events on modern society, fostering respect and empathy for different cultures and communities.
- **Inclusive:** All children are entitled to the entirety of our History Curriculum, and through a focus on ‘quality first teaching’ & ‘ordinarily available inclusive practice’ we are able to achieve this. Our curriculum is designed to be both accessible and ambitious, ensuring all pupils’ participation and achievement.

Our children really value their history learning. They leave our schools with a mental timeline of chronologically secure historical knowledge, with a clear understanding of how historians have reached their interpretations of history and an awareness that how the world we live in today has been shaped by our predecessors and could, ultimately, be shaped by them.

Landscape C of E Primary School Rolling Programme

Kapow History		Landscape C of E Primary School Rolling Programme Sept. 25 Onwards					
		1 st Autumn Term		1 st Spring Term		1 st Summer Term	
EYFS Use Kapow to support skills development through our planned enquiries.		Why are farms so important?	How do the seasons affect us?	Why is planet Earth special?	What if dinosaurs were around today?	Are all animals the same?	Where in the World could we go?
Key Stage One	25/6 Kapow Cycle B	What is history?		How was school different in the past?		What is a monarch?	
	26/7 Kapow Cycle A	How am I making History?		How have toys changed?		How did we learn to fly?	
Lower Key Stage 2	25/6 Kapow Cycle B	How have children's lives changed?		What was important to Ancient Egyptians?		How did the achievements of the Ancient Maya impact their society & beyond?	
	26/7 Kapow Cycle A	BH1: Would you prefer to have lived in the Stone Age, Bronze Age or the Iron Age?		BH2: Why did the Romans invade & settle in Britain?		BH3: How hard was it to invade & settle in Britain?	
Upper Key Stage 2	25/6 Kapow Cycle B	What can the census tell us about local areas?		What is the legacy of the Ancient Greek civilization?		Unheard histories: Who should go on the banknote?	
	26/7 Kapow Cycle A	BH1: Would you prefer to have lived in the Stone Age, Bronze Age or the Iron Age? Repeat for benefit of current Yr3s.		BH5: What was life like in Tudor England?		BH6: What was the impact of World War Two on the people of England?	
	27/8 Kapow Cycle B	What can the census tell us about local areas?		What is the legacy of the Ancient Greek civilization?		Unheard histories: Who should go on the banknote?	
	28/9 Kapow Cycle A	BH4: Were the Vikings raiders, traders or something else?		BH5: What was life like in Tudor England?		BH6: What was the impact of World War Two on the people of England?	

Vocabulary Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on child's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, children make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

Early Years Foundation Stage (EYFS)

EYFS – Reception Vocabulary – This is just a starting point for teachers to amend according to the changing needs of their children.

Time: adult, after, afternoon, baby, before, calendar, child, day, future, grandparent, life-cycle, long ago, memory, morning, new, next, night, old, parent, seasons, past, present, time, then, yesterday

Enquiry: change, compare, different, fossil, museum, order, sequence, similar, what, when, where, who, why,

Introduction to 'Key Concepts': achievement, belief, disaster, farming, invention, jobs, money, power, religion, royalty, school, transport,

Specific Area: Understanding of the World							
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past & Present (Historical Perspective)	School Life	Daily Sharing of Stories, Non-Fiction Texts & Poetry: Texts relevant to topic, specified on ‘literacy-spine’, diversity-spine, history ‘suggested list’ and for the joy of reading! Class photographic ‘memories’ timeline: Images of children’s school year displayed to develop chronological understanding. UOTW board: Prompting discussion of past & present. Anywhere Bear: Discussion about local people & places children have encountered at the weekend. Weekly Lyfta/Picture News: Global & national current affairs - reflecting passing of time. Time in Mathematics (& other areas of learning) Collective Worship & Whole-school ‘occasion days’, celebrations & commemorations: Bonfire Night, Remembrance Day, May Day, etc.					
	Topic-Based Learning	Farming	Colour & Change	Space	Dinosaurs	New Life & Minibeasts	Changing Environments
		Why are farms so important?	How do the seasons affect us?	Why is planet Earth special?	What if dinosaurs were around today?	Are all animals the same?	Where in the World could we go?
		I can talk about people who live with me. I can name & describe some people who are familiar to me. I can talk about my time at preschool (or before school). I know farmers used to use horses on the farm. I can comment on images of past & present farming. I can talk about farms today. I can talk about characters from farm stories. I know Christians have celebrated harvest for a long time.	I know of Guy Fawkes & understand he is important to Bonfire Night celebrations. I understand Remembrance Day is a special day. I know the Christmas story is a very old story. I can compare & contrast some aspects of life for Mary & Joseph with life today. I know Christians have celebrated Christmas for a long time. I can comment on images of Christmas celebrations from the past. I can compare images of old & new Christmas toys.	I know the first moon landing was a special event from the past. I can comment on images of houses from the past & present. I know some ways in which homes were different in the past. I know people have celebrated Chinese New Year for a long time.	I understand dinosaurs existed a very long time before me. I understand we can learn about the past from fossils & museums. I can talk about archaeologists. I know of Mary Anning & why she is celebrated. I can comment on images of Mary Anning at the beach. I can compare & contrast some aspects of life for Mary Anning with life today. I know Christians have celebrated Easter for a long time. I can sequence the events of the Easter story. I can comment on images of Easter celebrations from the past.	I can talk about the life cycle of a frog & a butterfly. I can talk about the life cycle of a plant. I know people have celebrated May Day for a long time. I can comment on images of May Day celebrations from the past.	I can compare images of past & present transport. I can comment on images of beaches from the past. I am aware there used to be pirates. I can talk about how I have changed since being born to now. I can recall my favourite memories from my year in Reception.
		I am beginning to talk about members of my immediate family & community. I can name & describe some people who are familiar to me. I am beginning to comment on images of familiar situations in the past. I am beginning to compare & contrast characters from stories, including figures from the past.	I can talk about members of my immediate family & some from my community. I can name & describe most people who are familiar to me. I can comment on some images of familiar situations in the past. I can compare & contrast some characters from stories, including figures from the past.	I can talk about members of my immediate family & community. I can name & describe most people who are familiar to me. I can comment on some images of familiar situations in the past. I can compare & contrast some characters from stories, including figures from the past.			
I can talk about members of my immediate family & community. I can name & describe people who are familiar to me. I can comment on images of familiar situations in the past. I can compare & contrast characters from stories, including figures from the past.							

Key Stage One

KS1 - Kapow vocabulary lists are starting points to be amended according to the changing needs of their children.

KS1	2 nd Autumn Half-Term	2 nd Spring Half-Term	2 nd Summer Half-Term
Rolling Programme 2025-6	What is history?	How was school different in the past?	What is a monarch?
	change different event future history living memory memory past present similar timeline	beyond living memory different living memory past period present similar timeline	king monarchy power queen ruler
Rolling Programme 2026-7	How am I making History?	How have toys changed?	How did we learn to fly?
	change different event future memory past present similar timeline	artefact change clue different memory past present similar timeline	beyond living memory inventor lifetime living memory past present timeline

Lower Key Stage Two

Lower Key Stage 2 - Kapow vocabulary lists are starting points to be amended according to the changing needs of their children.

LKS2	2 nd Autumn Half-Term	2 nd Spring Half-Term	2 nd Summer Half-Term
Rolling Programme 2025-6	How have children's lives changed?	What was important to Ancient Egyptians?	How did the achievements of the Ancient Maya impact their society & beyond?
	apprentice childhood class continuity deduction law master modern poorer poverty servant significance wealthier working conditions	achievement afterlife beliefs chronological civilisation continuity creation goods source trade	achievement afterlife ancient civilisation creation currency decline gods/goddesses ritual settlement trade
Rolling Programme 2026-7	Would you prefer to have lived in the Stone Age, Bronze Age or the Iron Age?	Why did the Romans invade & settle in Britain?	How hard was it to invade & settle in Britain?
	AD (Anno Domini) age barter BC (Before Christ) date evidence export historian import prehistory primary source reconstruction secondary source settlement trade	archaeology border chronology civilisation conquer emperor empire expand government hygiene impact invasion leisure myth primary source secondary source sequence settlement	cause change consequence continuity convert deduction evidence invasion kingdom missionary monastery primary source secondary source settlement

Upper Key Stage Two

Upper Key Stage 2 - Kapow vocabulary lists are starting points to be amended according to the changing needs of their children.

UKS2	2 nd Autumn Half-Term	2 nd Spring Half-Term	2 nd Summer Half-Term
Rolling Programme 2025-6	What can the census tell us about local areas?	What is the legacy of the Ancient Greek civilization?	Unheard histories: Who should go on the banknote?
	decade historical enquiry occupation politics reliable suffrage	citizen democracy legacy	alliance legacy politics society
Rolling Programme 2026-7	Would you prefer to have lived in the Stone Age, Bronze Age or the Iron Age? Repeat for benefit of current Yr3s.	What was life like in Tudor England?	What was the impact of World War Two on the people of England?
	AD (Anno Domini) age barter BC (Before Christ) date evidence export historian import prehistory primary source reconstruction secondary source settlement trade	bias democracy enslaved enslaver heir merchant occupation parliament perspective propaganda reliable society sovereign state tyrant	accuracy air raid Battle of Britain bias The Blitz evacuation evacuee impact propaganda purpose reliability
Rolling Programme 2027-8	What can the census tell us about local areas?	What is the legacy of the Ancient Greek civilization?	Unheard histories: Who should go on the banknote?
	decade historical enquiry occupation politics reliable suffrage	citizen democracy legacy	alliance legacy politics society
Rolling Programme 2028-9	Were the Vikings raiders, traders or something else?	What was life like in Tudor England?	What was the impact of World War Two on the people of England?
	exchange trade route	bias democracy enslaved enslaver heir merchant occupation parliament perspective propaganda reliable society sovereign state tyrant	accuracy air raid Battle of Britain bias The Blitz evacuation evacuee impact propaganda purpose reliability

Broadhempston Primary School Rolling Programme

Kapow History		Broadhempston Primary School Rolling Programme Sept. 25 Onwards		
		1 st Autumn Term	1 st Spring Term	1 st Summer Term
EYFS & Key Stage One	25/6 Kapow	What is history?	How was school different in the past?	What is a monarch?
	26/7 Kapow	How am I making History?	How have toys changed?	How did we learn to fly?
Key Stage Two	25/6 Kapow	Yr 3/4 A: How have children's lives changed?	Yr 5/6 B: What is the legacy of the Ancient Greek civilization?	Yr 5/6: BH5: What was life like in Tudor England?
	26/7 Kapow	Yr 3/4 B: What was important to Ancient Egyptians?	Yr 5/6 A: What can the census tell us about local areas?	Yr 5/6 : BH6: What was the impact of World War Two on the people of England?
	27/8 Kapow	Yr 3/4: BH1: Would you prefer to have lived in the Stone Age, Bronze Age or the Iron Age?	Yr 3/4 C: How did the achievements of the Ancient Maya impact their society & beyond?	Yr 5/6 C: Unheard histories: Who should go on the banknote?
	28/9 Kapow	Yr 3/4: BH2: Why did the Romans invade & settle in Britain?	Yr 3/4: BH3: How hard was it to invade & settle in Britain?	Yr 5/6: BH4: Were the Vikings raiders, traders or something else?

EYFS & KS1 - Kapow vocabulary lists are starting points to be amended according to the changing needs of their children.

KS1	2 nd Autumn Half-Term	2 nd Spring Half-Term	2 nd Summer Half-Term
Rolling Programme 2025-6	What is history?	How was school different in the past?	What is a monarch?
	change different event future history living memory memory past present similar timeline	beyond living memory different living memory past period present similar timeline	king monarchy power queen ruler
Rolling Programme 2026-7	How am I making History?	How have toys changed?	How did we learn to fly?
	change different event future memory past present similar timeline	artefact change clue different memory past present similar timeline	beyond living memory inventor lifetime living memory past present timeline

Broadhempston Key Stage 2 - Kapow vocabulary lists are starting points to be amended according to the changing needs of their children.

UKS2	2 nd Autumn Half-Term	2 nd Spring Half-Term	2 nd Summer Half-Term
Rolling Programme 2025-6	How have children's lives changed?	What is the legacy of the Ancient Greek civilization?	What was life like in Tudor England?
	apprentice childhood class continuity deduction law master modern poorer poverty servant significance wealthier working conditions	citizen democracy legacy	bias democracy enslaved enslaver heir merchant occupation parliament perspective propaganda reliable society sovereign state tyrant
Rolling Programme 2026-7	What was important to Ancient Egyptians?	What can the census tell us about local areas?	What was the impact of World War Two on the people of England?
	achievement afterlife beliefs chronological civilisation continuity creation goods source trade	decade historical enquiry occupation politics reliable suffrage	accuracy air raid Battle of Britain bias The Blitz evacuation evacuee impact propaganda purpose reliability
Rolling Programme 2027-8	Would you prefer to have lived in the Stone Age, Bronze Age or the Iron Age? Repeat for benefit of current Yr3s.	How did the achievements of the Ancient Maya impact their society & beyond?	Unheard histories: Who should go on the banknote?
	AD (Anno Domini) age barter BC (Before Christ) date evidence export historian import prehistory primary source reconstruction secondary source settlement trade	achievement afterlife ancient civilisation creation currency decline gods/goddesses ritual settlement trade	alliance legacy politics society
Rolling Programme 2028-9	Why did the Romans invade & settle in Britain?	How hard was it to invade & settle in Britain?	Were the Vikings raiders, traders or something else?
	archaeology border chronology civilisation conquer emperor empire expand government hygiene impact invasion leisure myth primary source secondary source sequence settlement	cause change consequence continuity convert deduction evidence invasion kingdom missionary monastery primary source secondary source settlement	exchange trade route

Curriculum Organisation and Information

Our history curriculum enables all learners to develop their historical perspective progressively as they move through each stage of their education, by acquiring chronologically secure historical knowledge through historical enquiry. This knowledge of people, events and periods, can only be meaningfully acquired when historical terms, including key substantive concepts such as ‘empire’, ‘invasion’ and ‘trade’, are taught in historical context and developed throughout our curriculum. The historical concepts ‘continuity & change’, ‘cause & consequence’, ‘similarity & difference (diversity)’ and ‘significance’ underpin our enquiry-based learning, with children asking age-appropriate and increasingly nuanced questions, exploring how the past is constructed from a range of sources, appreciating why ‘interpretations’ of history vary and, ultimately, understanding how knowledge of the past is constructed by historians.

The Early Years Foundation Stage (EYFS)

Children in Reception develop an early understanding of history through the knowledge and skills outlined in the EYFS’s area of learning called ‘Understanding of the World’ (UotW) – ‘Past and Present’. However, as with all learning in the early years, children’s understanding of the passing of time permeates into all areas of the EYFS curriculum and is enriched by both specific teaching and broader classroom practises, with opportunities to further understanding of the past and present being made as appropriate to do so - including spontaneous child-led learning moments!

Reception teachers plan engaging lessons that link to their inspiring half-termly topics to develop children’s historical knowledge, chronological understanding and emergent enquiry skills – preparing our children for coming learning in Yr One! Lessons introduce topic-specific vocabulary, include both adult-led and play-based learning activities and nurture the ‘characteristics of effective learning’. Learning is embedded in the children’s real-life experiences, the experiences of people they know and in the context of the wide variety of texts (stories, non-fiction, rhymes and poems) shared in class. Children explore the meaning of new vocabulary, use language to imagine and recreate roles and experiences in play situations and learn to use past, present and future terminology accurately. They learn to use tenses correctly and, supported by our ‘Oracy’ approach, children develop their ability to clearly articulate their ideas and begin to justify their thinking. The language rich learning environment is purposefully provisioned to further learning and provides opportunities for children to explore and compare aspects of the past with those of the present day. At all times children are encouraged to be curious, to observe closely and to discover for themselves – key skills which are fundamental to the development of our little historians!

Key Stage One and Two

Children in Key Stage One and Key Stage Two must receive the full entitlement of the National Curriculum (NC) and we ensure this is delivered through our Kapow curriculum informed curriculum, which we have carefully crafted into rolling programmes to meet the needs of our mixed-age classes. We have purposefully selected and sequenced topics, through and across key stages, to build cumulatively on prior learning and to progressively further skills development. Our curriculum is ‘knowledge rich’ rather than content heavy as we recognise that if we attempt to teach historical topics, places, themes and issues in their entirety we restrict opportunities for children to master and apply critical thinking skills and achieve more challenging subject outcomes. History learning is organised into half-termly topics (that alternate with Geography) which allows students to ‘dive-deeper’ into their learning and limits the time between history topics - helping children to retain

their learning. Opportunities for meaningful cross-curricular learning are made whenever appropriate, particularly during half-terms where history is not discretely taught to revisit skills and reinforce key knowledge.

Our history topics are based around an engaging 'big question' (shaped by a second-order concept) which captures children's interests and gives purpose to learning. Rather than giving children all the answers through their topic learning, children embark on a journey of exploration! At the beginning of each topic teachers always encourage children to ask their own questions understanding that curiosity is central to historical enquiry. Supported by our whole-school Oracy approach, children learn to articulate their ideas and to justify their thinking with opportunities for partner, group and whole-class discussion and debate being planned into each topic. Studying history in this way inspires children's curiosity it encourages them to ask critical questions and develops characteristics of effective learning.

Each enquiry has a clear learning journey, with an age-appropriate 'elicitation task' at the start of a topic to identify a children's prior knowledge and any misconceptions. Children are then taught the knowledge and skills they need to answer the over-arching 'big question' in small manageable steps, with each lesson having a clear curriculum linked learning objective which is shared with the children - making clear what and how they will be learning. Teachers begin each lesson with a 'flash-back' to previous or key learning, in order to address misconceptions, reinforce learning and to support long-term memory connections – helping children retain knowledge. Lessons include a range of teaching approaches, with activities tailored to challenge and support children appropriately and provide opportunities for children to work independently, with a partner or in a group.

History lessons are tailored to the needs of each child, with teachers using 'assessment for learning' strategies to swiftly pinpoint children's next steps in learning to identify those who require more support and those who can be challenged to 'dig deeper' - maximising progress. Learning is adapted and personalised to ensure children with SEND (or EAL) are able to access the full curriculum and have an equal opportunity to take part in every aspect of the history curriculum. Each enquiry ends with an 'assessment opportunity' activity which concludes and celebrates children's learning, whilst providing an opportunity for the children to recap & summarise their learning through the enquiry.

There is an expectation that history learning in books will be the same quality as that in English books. Marking and feedback in history should be the same standard as marking/feedback within other learning across the curriculum. Teachers capture 'creative' learning using a SWAY or PPT and promptly mark recorded learning in line with our marking policy, ensuring feedback is purposeful, furthering history learning and addressing misconceptions. 'Working walls' including key vocabulary, book corners including topic-linked books (where possible) and timelines support children's learning and chronological understanding. Teachers always try to ensure enquiries include inspiring 'hooks' or enrichment opportunities to provide memorable learning opportunities, such as trips to museums and cultural sites, guest speakers, immersion days, the purposeful use of ICT and artefacts.

The subject leader monitors standards through 'book looks' including Sway & Tapestry, pupil conferencing, lesson observations, learning walks, half-termly data analysis and discussions with staff. Teachers are supported with their subject knowledge, ability to assess history and continued professional development for example by leading staff meetings and making staff aware of new resources. Beyond curriculum specific learning the subject-lead also oversees the celebration and commemoration of annual significant and local historical events such as Armistice Day, Bonfire Night or significant Royal milestones throughout the school.

The National Curriculum

Pupils are taught In Key Stage 1:

- changes within living memory. Where appropriate these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in past who have contributed to national & international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality: Sir Francis Drake

Pupils are taught In Key Stage 2:

- changes in Britain from the Stone Age to the Iron Age.
- the Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- a local history study – 'Dartmoor'
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Mayan Civilisation
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

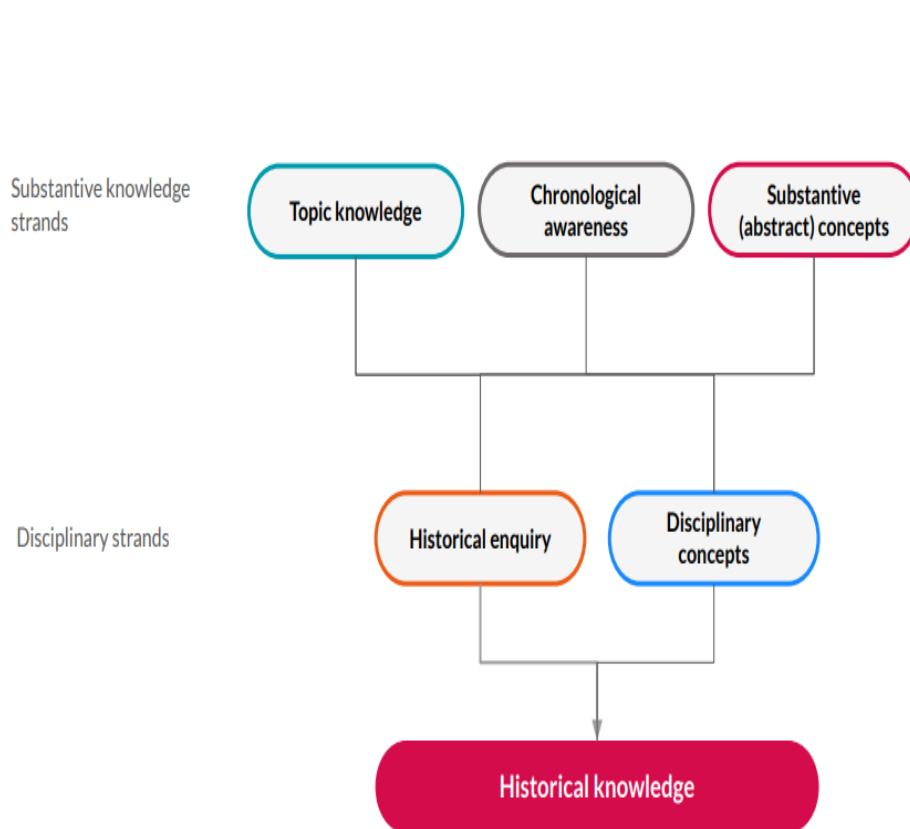
See Kapow documents for specific National Curriculum aims mapping against each unit.

Progression (See Kapow Progression document for detailed progression)

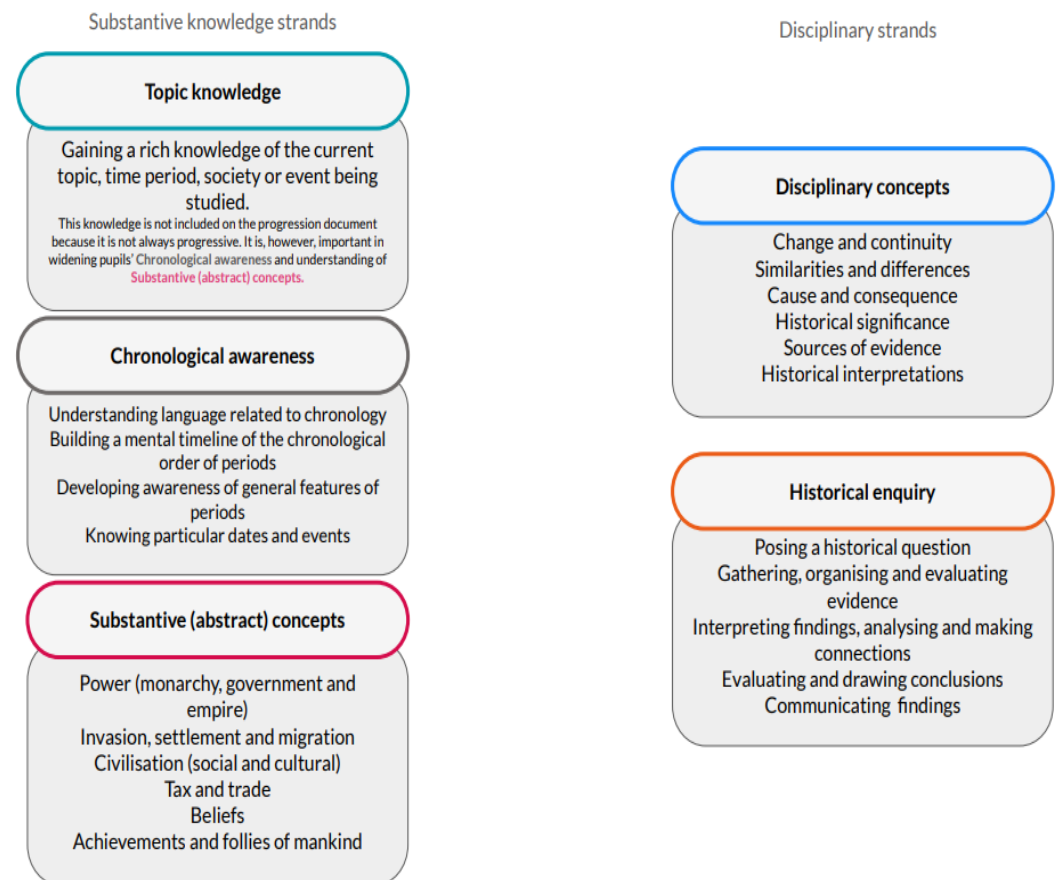
The History Progression of skills and knowledge gives an overview of the skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National curriculum. Topic knowledge is covered in each of our units, helping pupils to understand the period being studied, however this knowledge is not necessarily progressive and the need to memorise this knowledge may not extend beyond the topic in question. It has not been included in this document for this reason. Topic knowledge (or 'fingertip knowledge' as it is referred to in the Ofsted research review series: history) does have an important role in history learning however as it enables pupils to develop their Chronological awareness and understanding of Substantive concepts in different contexts.

The scheme of work is organised to reflect the fact that 'knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.' (Ofsted research review series: History, 2021)

How is the History scheme of work organised?



How is the History scheme of work organised?



Impact

Our History curriculum, delivered through Kapow Primary, ensures that pupils develop a secure understanding of historical concepts, chronology, and enquiry skills. By the end of each key stage, pupils demonstrate:

- **Deep Knowledge and Understanding:** Children can confidently recall key historical facts, explain cause and consequence, and make connections across periods studied. They understand how evidence is used to construct interpretations of the past.
- **Progressive Historical Skills:** Through carefully sequenced lessons, pupils develop skills in questioning, critical thinking, and evaluating sources. They learn to distinguish between fact and opinion and consider multiple perspectives.
- **Cultural and Contextual Awareness:** Pupils appreciate diversity and the impact of historical events on modern society, fostering respect and empathy for different cultures and communities.

Assessment

Kapow Primary History lessons embed ongoing assessment through questioning, retrieval practice, and interactive activities, enabling teachers to check understanding in real time and adapt teaching. Pupils show progress through varied outputs, including written work, annotated diagrams, and creative responses. Teachers use discussion and retrieval tasks to address misconceptions promptly. Lessons encourage reflection and verbal explanations, allowing teachers to capture learning beyond written work.

Assessment data is used to identify gaps and inform planning, ensuring all pupils, including those with SEND, achieve ambitious outcomes. The Assessment spreadsheet helps to track pupils' History attainment over time. This tool allows teachers to record progress against learning objectives and assessment statements, making it easier to monitor development and identify areas for support. At the end of each year teachers make a judgement about the achievement of each child against the learning objectives for history in that year. At this point teachers decide upon a 'best fit' judgement as to whether the child has achieved and embedded the expected learning objectives, exceeded expectations or is still working towards the objectives. These decisions are based on the professional knowledge and judgement that teachers possess about the progress of each child, developed over the previous three terms, which allows an informed and holistic judgement of attainment to be made. Achievement against the learning objectives for history at the end of the year is used as the basis of reporting progress to parents.

School Improvement

Using Kapow supports our school improvement by building teacher expertise, ensuring high teaching standards and reducing workload. In doing so, following the Kapow history curriculum contributes to confident teaching staff and a well-structured, effective curriculum that supports whole-school improvement. It boosts teacher confidence and supports whole-school improvement by providing high-quality, accessible resources that empower teachers to deliver engaging and effective lessons. Kapow supports teacher confidence using:

- Clear lesson plans and subject knowledge with step-by-step guidance ensures teachers are well-prepared and informed to deliver high-quality lessons.
- CPD videos – short, expert-led training videos help subject leaders develop their expertise and support their colleagues.
- Adaptive teaching strategies – practical suggestions for differentiation ensure that teachers can confidently meet the needs of all learners.

Along with the Senior Leadership Team, the subject leader monitors standards through work scrutiny 'book looks', pupil conferencing, lesson observations, learning walks, data analysis and discussions with staff. The subject-leader provides ongoing support and professional development to staff, and through their own continued professional development keeps developing and refining our history curriculum in light of evidence-based research.