



## History Rationale

Our history curriculum equips children with not just historical knowledge but also skills for enquiry, chronological awareness and disciplinary concepts. The content provides pupils with a clear understanding of how people lived in the past and what they believed to be important. Our curriculum is organised into a series of half termly units with recurring themes such as settlement, migration and religion which builds a stronger web of knowledge to ensure it sticks. The units of work allow for complete coverage of the National Curriculum Programme of Study for History (2014).

Over the course of their time at our school, pupils will develop an understanding of how we know about the past through a range of sources of evidence and with increasing confidence will consider their utility and reliability.

### Learning Opportunities

Teachers use the Kapow - History scheme of work to assist with planning and curriculum coverage. This organises the national curriculum into units of work that enable pupils 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. Our aim is 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.

- The introductory Year 1 unit 'How am I making history?' unit links with common themes of family, home and change covered within EYFS.
- Within KS2 the British history units follow a chronological approach to support pupils in developing a clear long-term narrative across history.
- Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, 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 grow. 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.

### Additional learning opportunities

With the KAPOW scheme being devised to be taught nationally, it does not provide our pupils with any local historical links. To address this gap and to make sure pupils are aware of the history of our locality, we have included additional local history studies. These stand-alone units link to a separate unit in each KS2 year group. Pupils learn about Bradford and other key historical local areas.

Year 3 – The Roman impact on Britain with a focus on York

Year 4 – The Industrial Revolution and its impact on Bradford

Year 5 – Tudor England – The War of the Roses

Year 6 – The impact of WW2 in Bradford

### Chronological understanding

Within each unit there is a strong emphasis on developing pupils' chronological understanding. The introductory lessons include activities using timelines to locate the period, person or event and to consider it in relation to other periods studied and the present day. Pupils will be required to consider other events, people and societies occurring at the same time locally, nationally and globally.

## **Progression**

All pupils work on the same core tasks with accompanying materials. Those that grasp content and concepts quickly can go on to work on the stretch and challenge, extensions within a task. This will require them to go into greater depth, for example by making connections to other societies or time periods studied. They will be guided to look at concepts in greater depth, for example they will begin to categorise the causes of an event and to compare their importance. Those that are not sufficiently confident may be targeted for extra support. There are clear progression documents which show where the skills and knowledge are introduced then revisited in different units and in different contexts. This enables progression to be identified, planned for, developed and monitored. Progress in developing skills and understanding concepts is achieved through meaningful connections with areas of historical knowledge.

## **Assessment**

The key assessment tasks provided within the units provide criteria for each area of the National Curriculum with the expectations for pupils working towards, meeting and exceeding expectations. Each unit has key assessment opportunities that link to our progression framework. The assessment opportunities allow teachers to monitor the progress made by individual pupils and review areas where the class excel, or where learning needs to be revisited or consolidated.

Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on pupil-pupil discussion, or teacher-pupil conversation, checking that historical vocabulary has been acquired, is understood and can be used correctly (associated with visual images where relevant). These opportunities check understanding, identify misconceptions, enable direct feedback and allow for adaptation without unnecessary elaboration or differentiation.

Finally, an online end-of-unit quiz is also included in each unit. These are designed to enable pupils to assess their own progress in acquiring knowledge and to support retention of the information. They can also provide the teacher with a quick check on where an aspect of learning needs revisiting and reinforcing.