



Small Schools Partnership

History

Curriculum Map Document

Contents

1. Statement of Intent
2. Subject Overview
3. Whole School Long Term Plan
4. Progression of Skills
5. Assessment



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1. Statement of Intent

As outlined by the National Curriculum, a high quality History Curriculum should:

'help pupils gain coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence sift arguments, and develop perspective and judgement, History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identify and the challenges of their time.'

Our vision as a small school partnership is that pupils leave with an increased understanding of historical facts, as well as an understanding of its influence on our day to day lives which will enable them to become confident and well educated citizens within our society. We believe that our History curriculum should provide all children with the ability to delve deeper and make connections to the past and the world in which they live now. We aim to inspire children to actively explore different periods of time as well as cultures, in order to paint a bigger picture of how life today came about. We will teach children the skills required to be a good historian; how to research and gather information, as well as how to question information gathered for authenticity, perspective and reliability.

Curriculum: In our schools, our History teaching aims to deliver a curriculum which enables the children to become confident, creative, independent and individual learners, providing them with an understanding of the past through learning about human achievements and experiences. The children will develop their sense of chronology throughout the study of the topics in Key Stage 1 and 2.

Developing Skills: Children will develop and broaden their critical thinking skills. They will investigate sources such as pictures, stories, accounts and artefacts to ask and answer questions about the past and how these have an impact on the world today.

Visitors and Visits: We seek to broaden children's real-life experiences both inside and outside the classroom through educational visits, visitors, exploration and discovery. We believe that within history lessons, our children acquire a range of knowledge and skills which they can apply to other subjects and in a variety of different situations, in order to develop a love of history.

Diversity and Stereotypes: We believe very strongly at our school in exposing children to stories from the past to create lessons that provide a strong focus on stereotypes, unconscious bias, British values, hate crime and various forms of discrimination. We use interactive sessions to explore prejudice, creating authentic change and challenging attitudes and behaviours in all of our children and families.

In all our subjects taught, in our schools we strive to ensure that all pupils know more and can do more each year but always remembering more of what they have learned. Ultimately we want our children, whatever their age, to always be ready and best prepared for the next stage in their education. As outlined over the next page, our Humanities subjects follow a whole school theme which is planned progressively for each year group to ensure good coverage and progress as a child moves through school. Throughout their History studies we want our children to build a meaningful understanding of History chronology, gradually studying further back in time as they move through school but always with a retrieval of prior knowledge and skills to build on and make links to.

2. History in our Schools - an Overview

We use the Kapow scheme to deliver the History curriculum as outlined below and following an adjusted 2 year cycle of topics to meet the needs of our mixed aged class structure.

Implementation

There are two EYFS units focused on each of the history-related Development matters statements. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes or topics. In Key stage 1 and 2, 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.

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 to analyse the past and make judgements. They 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.

History: Intent, implementation and impact

3. Whole School Long Term Plan Grange Moor



Long Term Plan: History Cycle One

CLASS	AUTUMN 1	AUTUMN 2	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
R						
C1 Year 1 and Year 2	Geography	How am I making history?	Geography	How have toys changed?	Geography	How did we learn to fly?
C2 Year 3 and Year 4	How have children's lives changed?	Geography	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	Geography	How hard was it to invade and settle in Britain?	Geography
C3 Year 5 and Year 6	Geography	What was the impact of World War II on the people of Britain?	Geography	What can the census tell us about local areas?	Geography	The Sikh Empire

Long Term Plan: History Cycle Two

CLASS	AUTUMN 1	AUTUMN 2	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
R						
C1 Year 1 and Year 2	Geography	What is history?	Geography	How was school different in the past?	Geography	What is a monarch?
C2 Year 3 and Year 4	British History2 Why did Romans settle in Britain?	Geography	What did the ancient Egyptians believe?	Geography	How did the achievements of the ancient Maya impact their society and beyond?	Geography
C3 Year 5 and Year 6	Geography	Were the Vikings raiders, traders or something else?	Geography	What did the Greeks ever do for us?	Geography	What was life like in Tudor England?

Whole School Long Term Plan Birdsedg

History/Geography Cycle A Kapow Units:						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 (Year 1 plus EY Experiences for Reception – to follow interests and in response to children's knowledge and understanding and curiosity)	How am I making history?	What is it like here?	How have toys changed?	What is the weather like in the UK?	How have explorers changed the world?	What is it like to live in Shanghai?
Class 2	How did we learn to fly? Y2	Why is our world wonderful? Y2	What was important to the Egyptians? Y3	Who lives in Antarctica? Y3	Would you prefer the Stone/Bronze or Iron Age? Y3	Why do people live near volcanoes? Y3
Class 3 (Year 4 Hist; Year 5 Geog)	How have children's lives changed?	What is life like in the Alps?	How hard was it to invade and settle in Britain?	Why do oceans matter?	How did the achievements of the Maya civilisation influence their society and beyond?	Would you like to live in the desert?

History/Geography Cycle B Kapow Units:						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 (Year 1 plus EY Experiences for Reception – to follow interests and in response to children's knowledge and understanding and curiosity)	How am I making history?	What is it like here?	How have toys changed?	What is the weather like in the UK?	How have explorers changed the world?	What is it like to live in Shanghai?
Class 2	How was school different in the past? Y2	What is like to live by the coast? Y2	What is a monarch? Y2	Would you prefer to live in a hot/cold place? Y2	Why did the Romans invade and settle in Britain? Y3	Are all settlements the same? Y3
Class 3 (Year 5 Hist, Year 4 Geog)	Were the Vikings raiders, traders or something else?	Why are rainforests important to us?	What was life like in Tudor England?	Where does our food come from?	What is the legacy of the ancient Greek civilisation?	What are rivers and how are they used?

4. Progression of Skills

The History Progression of skills and knowledge — mixed-age shows the knowledge and skills taught in the Kapow Primary History curriculum for mixed-age settings and which of the units work towards these statements.

Component knowledge statements are shown in grey and composite skills are shown in white.

Knowledge	To know that 'the present' is time happening now.	Chronological awareness	✓		
	To know that within living memory is 100 years.		✓		
	Sequencing three or four events in their own life		✓		
Skills	Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)		✓	✓	✓
	Sequencing three or four artefacts from different periods of time.			✓	

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.

Progression of skills and knowledge – mixed-age version

5. Assessment

History assessment

Formative assessment

Every lesson begins with the 'Recap and recall' section, which allows pupils to practice retrieving key knowledge relevant to the forthcoming lesson.

This section also allows teachers to make informal judgements about whether pupils have retained prior learning and are ready to move on.

The 'Assessing progress and understanding' section in each lesson helps teachers to identify those pupils who are secure in their learning or working at greater depth.

These assessments can then be recorded on the [History: Assessment spreadsheet](#), helping teachers identify learning gaps within the class or individual pupils.

Summative assessment

Summative assessment – disciplinary concepts

At the end of each unit, pupils are assessed on the disciplinary strands using a *Skills catcher*. This assessment requires them to apply their disciplinary knowledge to complete an outcome task.

Each disciplinary concept is assessed at least once by the end of KS1 and again by the conclusion of KS2 through the application of historical enquiry skills.

Skills catchers act as a summative assessment record for teachers, illustrating progress between key stages.

It is recommended that teachers keep the *Skills catchers* as pupils move through the school, enabling History coordinators to track pupil learning.

Summative assessment – substantive concepts

Substantive concepts and topic knowledge are initially assessed with an end-of-unit *Assessment quiz* in the Spring term of Year 2. Subsequently, the assessment of substantive concepts continues throughout KS2 units.

Depending on the needs of the cohort, *Assessment quiz* questions may be read aloud and completed in small groups or as a whole-class activity, rather than being completed independently.

Formal written assessments are also available within these units to evaluate substantive understanding.