

History at The Ellis CE Primary School

"Those who are wise will take all this to heart; they will see in our history the faithful love of the Lord."

Psalm 107:43

At The Ellis Primary School we want children to aspire to be the 'best they can be!' Throughout our ethos and curriculum we promote the core values of love, aspiration and courage.

Our vision for History is that every child can be an Historian. Our school have adopted the Kapow Primary's History scheme of work as it aims to inspire pupils to be curious and creative thinkers who develop a complex 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 want children to love History and become lifelong Historians with the skills they need for life beyond school.

Historical Contextual Information

The village of Hemmingfield, and the surrounding areas, has a vast historical background and wealth of resources accessible to the school. With the Heritage Centre in Elsecar on the door step, it offers scope for learning about mining and the mining community during the Victorian period and the industrial revolution - Newcomen Beam Engine. There is also scope to examine what life was like for the Working class with the Pit closures and the Miners' Strike - Brampton/Manvers.

The school is also very lucky to be in walking distance from the site of the Lundhill Pit disaster where the children can visit the site to commemorate the anniversaries of the deaths of the miners most of which were children.

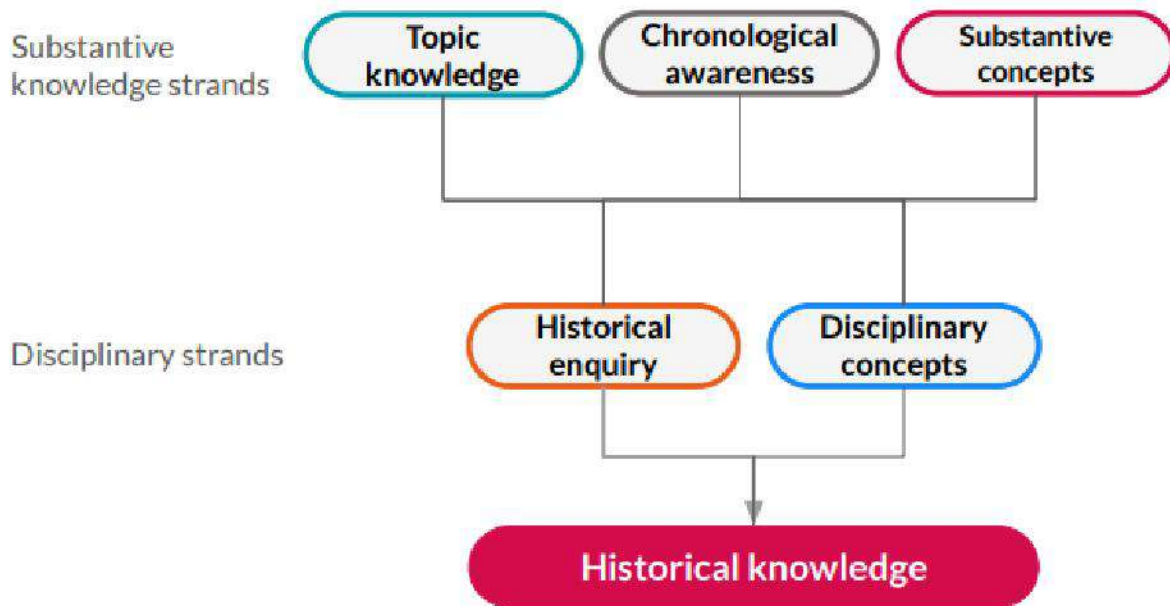
Intent

Through our History Curriculum, we aim 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. Kapow Primary's History scheme aims 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. Through following this scheme, we hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries. In order to prepare pupils for their future learning in History, the scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture. Kapow Primary's History scheme of work enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum.

For EYFS, children will begin to develop an understanding of time through accessing carefully planned provision and activities linked to Understanding the World, as set out in the Early Years Curriculum. This foundational knowledge will support children in their further history learning in Key Stage One and beyond.

Implementation

In order to meet the aims of the National curriculum for History and in response to the Ofsted Research review into History, the Kapow Scheme has identified the following key strands:



The Kapow Primary scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do. 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. In the Early Years Curriculum, children will develop an understanding early understanding of the passing of time in relation to their own life experiences. In Key Stage One, children will develop their awareness of the past 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 Primary timeline supports children in developing this chronological awareness.

How is History structured at The Ellis?

In the EYFS, children begin to develop their early History knowledge by accessing resources available to them in continuous provision as well as enhanced activities in the 'Investigation Area'. Children have the opportunity engage with a range of artefacts that encourage them to talk about the past. This is referred to as 'Understanding the World' in the EYFS Curriculum.

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. 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. 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. History in Action videos explain the careers and work of those in history and heritage-related fields. Historians, archivists, archaeologists, museum curators, teachers and heritage experts discuss their love of history, how they became interested in the subject, how they got into their jobs and what their jobs involve.

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. Guidance for how to adapt the teaching is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary. Strong subject knowledge is vital for staff to be able to deliver a highly-effective and robust history curriculum. Each unit of lessons focuses on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions. Kapow has been created with the understanding that many teachers do not feel confident delivering the History curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard.

Please see the Long Term Planning and Progression of Skills and Knowledge for an overview of our History Curriculum.

Language Acquisition

Children are be exposed and taught History vocabulary starting in the EYFS. This wealth of vocabulary is referred to and built on year by year. Progression of language is monitored and included in the learning environments through displays or in enquiry areas.

SEND and Disadvantaged pupils

The progress and achievement of children with SEND or disadvantaged are carefully monitored by the class teacher. Where necessary, individual pupils are offered alternative methods for accessing and recording learning but most of the time access this is by additional adult support, differentiated resources or varying outcomes.

History Days

In order to raise the status of History in the curriculum, we have links to outside agencies who can deliver experience days in and out of school. Children are encouraged to join in these days by dressing up or getting involved with role-playing or re-enactments i.e. KS2 Tudor Day

Resources

Resources for History are kept centrally. These materials have been added to over the years and are supplemented to support new areas of study if and when required.

Impact

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment. After the implementation of Kapow Primary History, pupils should leave 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 the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past. 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 end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2

Assessment and recording

- Within the classroom, topics commonly begin with an assessment of what children already know. The learning objective for the lesson is always shared with the children. However, this may not always be at the beginning of the lesson which will enable children the scope to discuss this with their teachers.
- Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve on a short term basis when assessing their understanding against the learning target of a lesson.
- In Key Stage 1 & 2 summative assessments are made at the end of academic year. Teachers make the judgements by deciding if the children have achieved (Working At WA) or have not achieved (Working Towards WT) the criteria. This data is collated in a class overview word document
- EYFS knowledge and understanding of the world may be evidenced using photographs of the children working in the enquiry areas during continuous provision. Any oral evidence can be recorded by EYFS teachers during their observations.
- Reports to parents are written once a year, describing each child's attitude and attainment in History.

Action planning

The History Lead and the Senior Leadership Team determine actions for History which link to the School's improvement plan. Evidence from pupil voice, work scrutiny and staff feedback are all used to enhance the teaching and learning of History at The Ellis. The History Governor oversees the role of the History Lead and offers support in the development of the subject.