Grangers are Historians

#togetherwegrow

Marches Academy Trust

History - Vision

- At Grange Primary, we believe understanding different time periods in History and how they has gone on to shape present times is of vital importance.
- Our History curriculum ensures pupils gain a coherent knowledge and understanding of Britain's history, their locality and the history of the wider world. We want children to be **curious** to know more about the past and to have the skills required to explore their own interests. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- It is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives. This is why the local area is fully utilised to achieve the curriculum outcomes.



History - Implementation

- We follow the Kapow History Scheme of work. It offers complete statutory coverage of the National Curriculum Programme of Study for History.
- Every unit is comprised of three core strands: Historical Knowledge, History Concepts and Historical Enquiry.
- All units develop to provide appropriate challenges for KS1 and KS2 pupils of varying abilities.
- A new unit of work commences every term. Each unit contains 6 lessons.
- The units have key questions to develop the use of historical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout. Skills, knowledge and understanding in history progress through Year 1 to Year 6, being taught, developed and applied throughout the schemes of work.
- Teachers make careful adaptations and differentiate lessons to meet the needs of all Grangers.



History - Implementation

- A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections and in developing a strong overview of chronology, breadth and local to global history.
- Appropriate discussion is used as a means of checking pupils' learning systematically, identifying misconceptions and providing immediate feedback. Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate.
- Links are made to British values during units, where appropriate and beneficial to learning.
- There are a range of opportunities for enrichment experiences including learning outside the classroom. School visitors and trips are used to achieve this.

History – Implementation continued…

- Six one-hour lessons are dedicated to History each term. This is completed weekly or as a block one week.

- In EYFS, Teachers can use the observations from each lesson provided in the scheme of work to record children's responses against the Early Learning Goals for PSED, UW and characteristics of learning.
- In Keys Stage 1 and 2 all children will have a topic book to record their learning.



History Implementation continued…

How do we support/extend pupils in History?

- Questioning- scaffolds are used to support children, wider open questions are used to probe and challenge higher attainers thinking and responses.
- Differentiated activities and outcomes are included in the scheme of work.
- Children can share their work visually or orally, to make the subject accessible for all.
- Pupils are supported through paired and group work. Questions posed within sessions provide opportunities for all pupils to be able to contribute.



History - Impact





What assessment takes place?

- Each unit has a key assessment opportunity towards the end of the unit which links with Kapow History progression framework that is cross-referenced to the National Curriculum.
- Each unit has an end of unit quiz. These assessment opportunities enable the teacher to monitor progress made by individual pupils and review areas where the class or groups excels, or where areas of learning need to be revisited, developed and consolidated in a different context. The subject leader also utilises the information to inform and further develop curriculum design, teaching approaches and resourcing. It can provide opportunities for moderation across classes and enable pupils to know how they are performing in the subject and what they need to do to achieve the next stage in their learning journey.

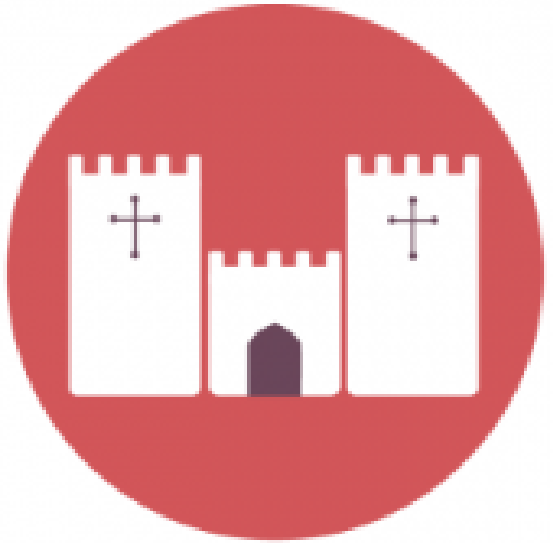


History – Impact continued…

- 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.
- Much of the evidence of pupil progress in history can be collected without adding extra workload or adapting teaching approaches.
- 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 also provide the teacher with a quick check on where an aspect of learning needs revisiting and reinforcing

History – Impact continued…

- The impact of Kapow History is evidenced through the pupils' use and understanding of the knowledge, skills, concepts and specialist vocabulary. It is evidenced by the use and outcomes of the varied activities, assessments and quizzes provided. The broad range of approaches for pupils to communicate their knowledge ensures that everyone can demonstrate progression and impact.
- It is evidenced by the pupils' ability, willingness and confidence in addressing and discussing each unit's key question, giving a response focusing on historical vocabulary, skills and concepts. Pupils understand and can clarify to others what history is and the importance and value of studying the subject. They can explain to others how they are progressing and what they can do to get better in the subject.





Historical enrichment pictures



