

# Subject: History

## Intent, Implementation and Impact

See Kapow scheme of work on website.

### EYFS

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The Early Years Foundation Stage Curriculum supports children's understanding of history through the planning and teaching of 'Understanding the World':

Three and Four Year Olds: Understanding the World

- Begin to make sense of their own life-story and family's history.

Reception: Understanding the World

- Comment on images of familiar situations in the past.

- Compare and contrast characters from stories, including figures from the past.

ELG: Understanding the World/ Past and Present

- Talk about the lives of people around them and their roles in society.

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

A broad and balanced curriculum is planned and delivered through adult led and child initiated activities based on the pupils' interests.

Knowledge and vocabulary introduced in EYFS prepares pupils for the Yr1 history curriculum.

### Planning:

- The content of the National Curriculum has been put into topics that are taught to every class.
- The Kapow Primary scheme of work used to inform our programme of study.
- Progression of chronological awareness and substantive concepts are used to form the basis of our planning.
- History topics are detailed on the whole school planning documents and form basis of class topics, with links from other curricular areas, where possible, to provide better context.
- NC objectives are mapped across the school to ensure coverage. Each objective then broken down into smaller steps which are taught in a logical sequence to ensure progression from EYFS to Year 6.
- Pupils' learning is not limited by their year group – class work is adapted from the most able down. Year 1 and 2 and Years 3-6 are taught the same content as they only cover the topic once in the two and four year cycles respectively. However through adaptive teaching there are different expectations for chronological awareness, understanding of substantive concepts, recording, and amount of work produced. Small classes and good knowledge of the children allows staff to adapt lessons to suit each pupil.

### Strengths:

1. Same teacher from Reception to Year 6 which facilitates good progression and knowledge of learning styles.
2. Pupils' families supportive of developing pupils' knowledge outside of school eg. family visits, background subject reading etc. Pupils then share their knowledge in class.
3. Make use of local resources to enrich learning in context of local history eg. Parish Archives, Penrith Museum, Tullie House, Vindolanda, YDNP.
4. Parents & wider community support learning eg. visit school to talk about changes in their lifetime, sending in artefacts etc.
5. In class 2 one afternoon a week is dedicated to history per term.
6. Children are enthusiastic about the subject.

### Next Steps:

1. Timetable history trips/school visitors etc.
2. Develop resources –topic boxes
3. Develop progression from Early Years –Year 1: ensure coverage in EYFS planning
4. Continue to 'tweak' Kapow planning to meet our mixed age class needs.
5. Focus vocabulary to be added to planning and class spellings.
6. Involve the Governor for history in the development of subject.
7. Improve display opportunities to embed learning.
8. Put one page overview & learning objective mapping on website.
9. CPD through Kapow and other available training

## SEND and MEMORABILITY:

1. Same teacher from Reception to Year 6 so has a good understanding of the children's needs.
2. Knowledge organisers and classroom displays help to remind children of history vocabulary and their meanings and recap past learning.
3. Key words are displayed during lessons. Help given to all pupils with reading and spelling key words.
4. Adaptive teaching techniques utilised.
5. Group work – allows children to work to their strengths.
6. Recording in different ways.
7. Lots of recapping during/between lessons.
8. History teacher regularly shares learning outcomes with class teacher who reinforces learning through other lessons eg. English.
9. Small class sizes allow for individual pupil support where required.

## Monitoring & Assessment:

- End of Topic Tests written by the teachers and KAPOW
- Chronological awareness and substantive concepts
- Plan-teach-assess cycle
- Kapow FAGS
- Observed by HT
- Governor Observation
- Seesaw – Early Years communication and sharing
- House Points
- Book scrutiny
- Learning walks