



**ST MARY'S, WELHAM GREEN**

# History

‘Discover the Past, Inspire the Future’

# 'Discover the Past, Inspire the Future'

At St Mary's, we have chosen the Kapow! scheme of work. This scheme 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.

Through our scheme of work, 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.

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, our 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, the activities allow pupils to work towards the Understanding the world Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1.

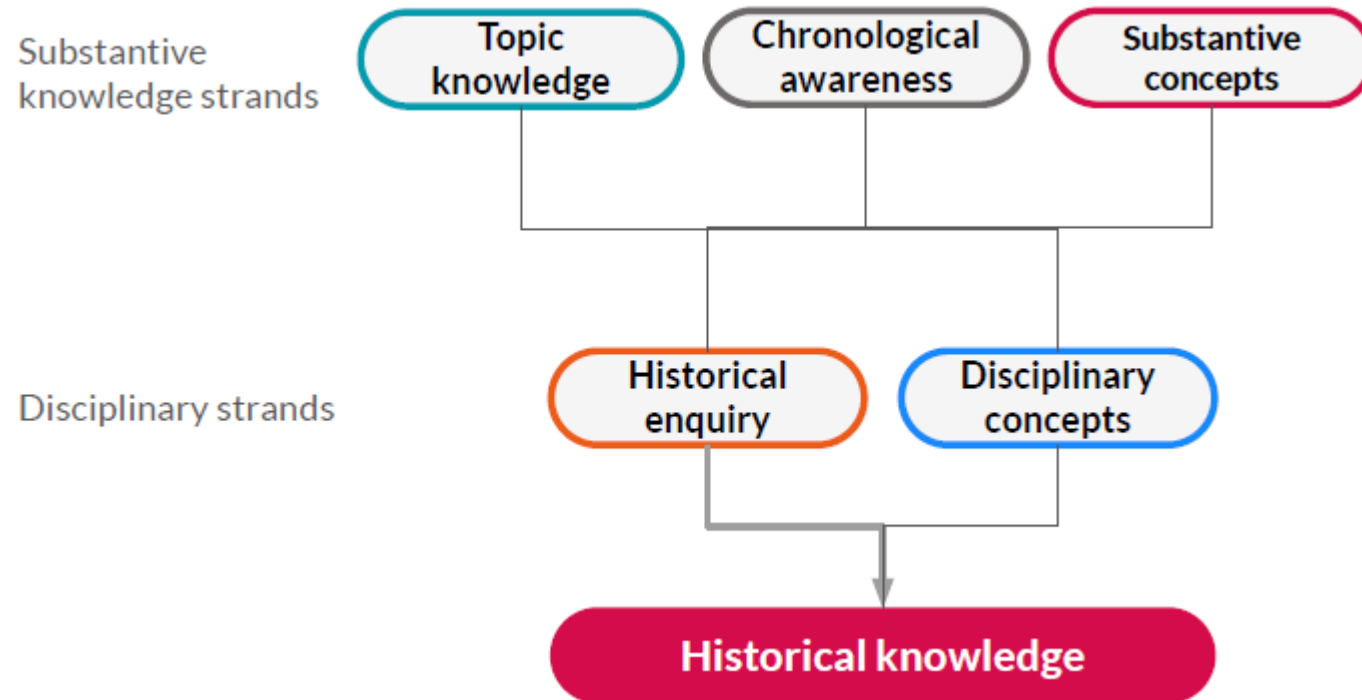
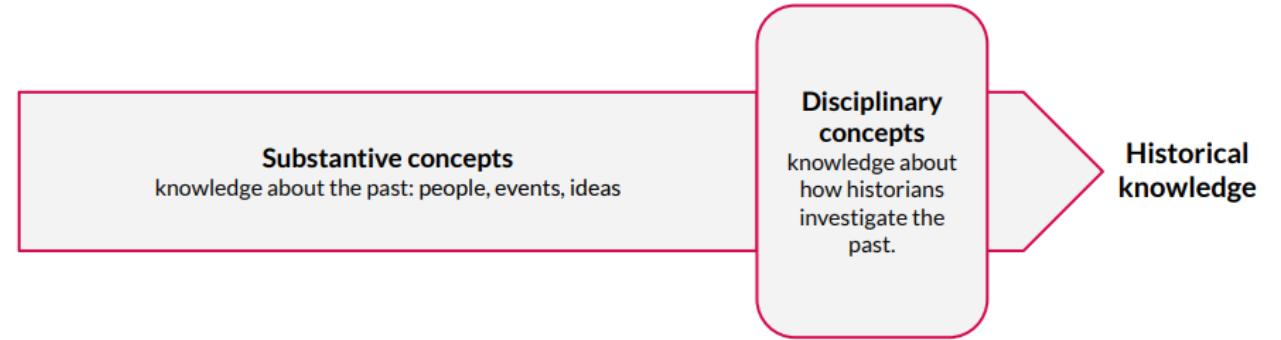
# Implementation

# History

The Kapow Primary scheme emphasises the importance of historical knowledge being shaped by **disciplinary approaches**, as shown in the diagram. 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 EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to **compare and contrast** characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives.

Children will further develop their awareness of the past in Key stage 1 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.



# 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. 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 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.

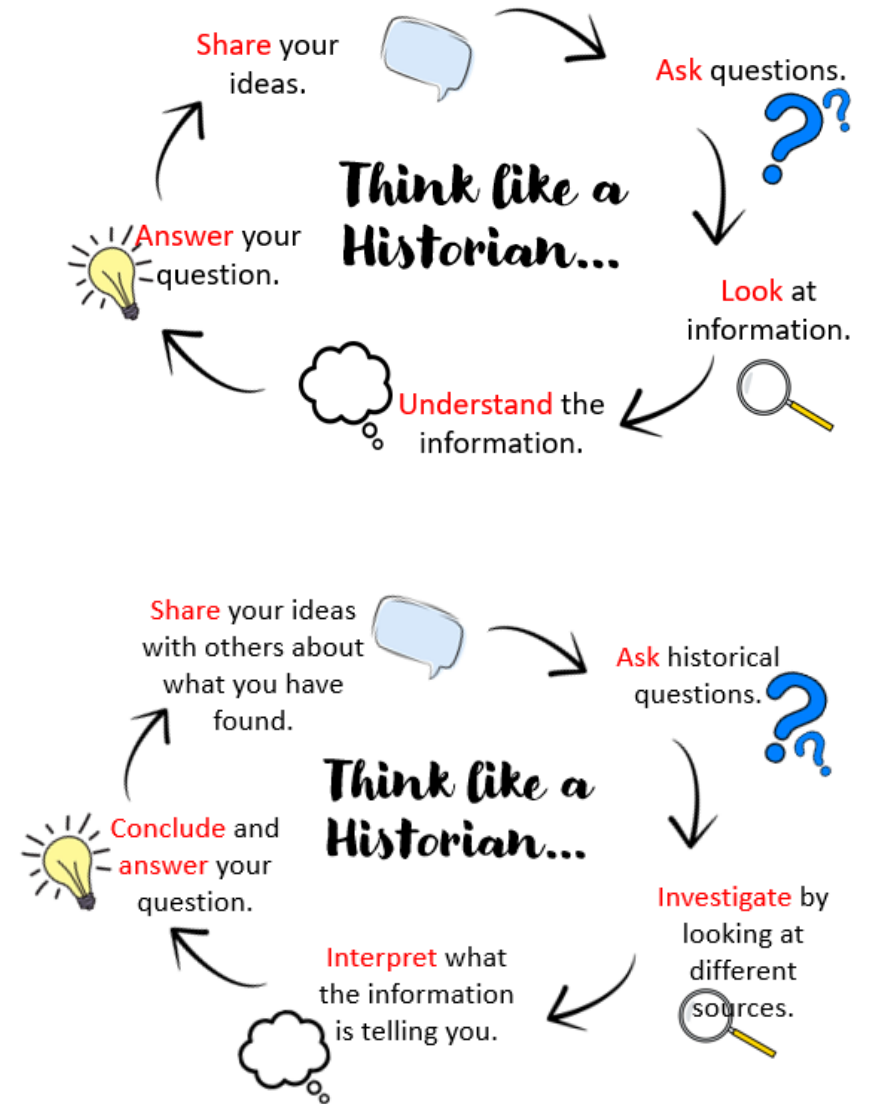
### **The expected impact of following the Kapow History scheme of work is that children will:**

- 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 Early Learning Goals at the end of EYFS (Reception) and the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.

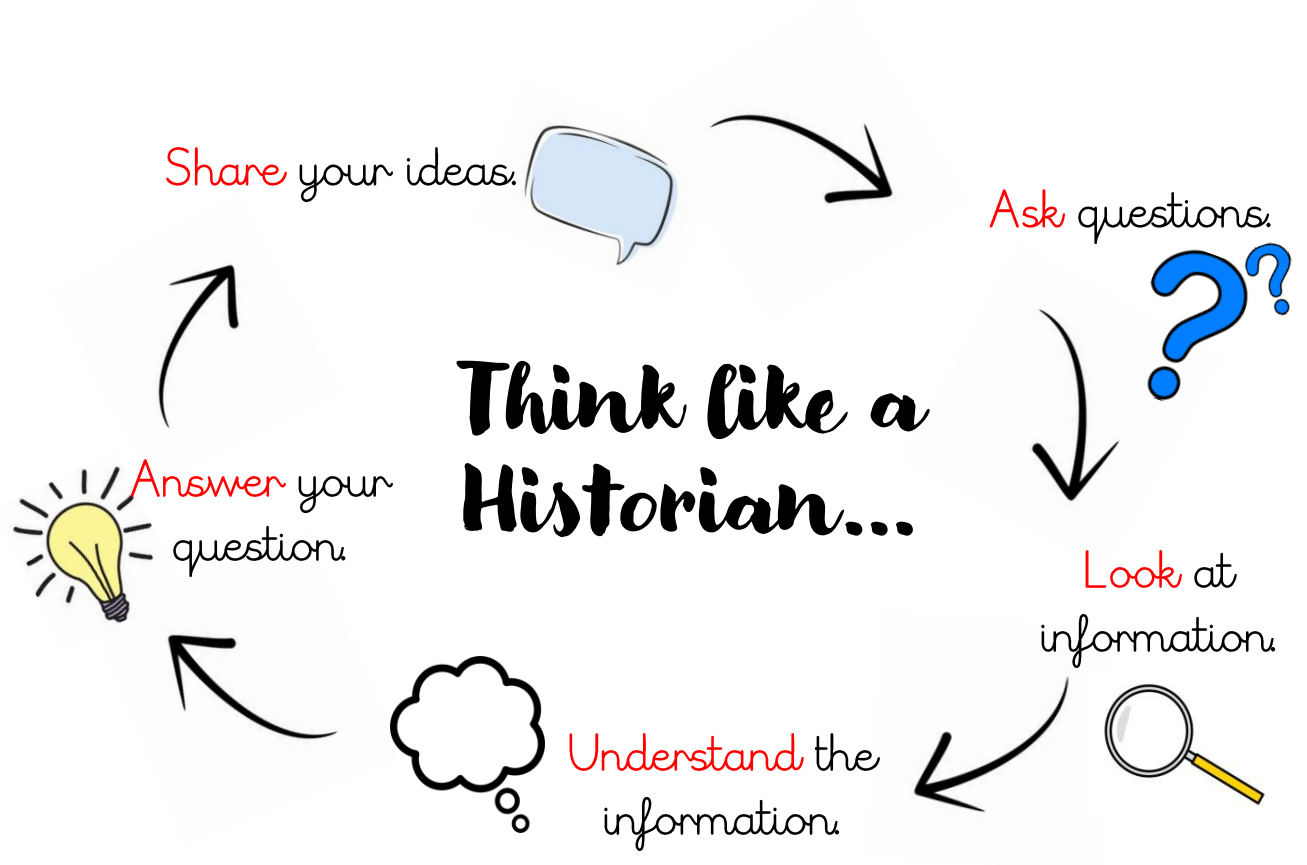
# The Non-Negotiables

1. Purple exercise book with a name label on the front.
2. Inside cover: stick in the St Mary's Historical Enquiry Cycle [*Teacher > History > KS1 / KS2 enquiry cycle*]
3. Lesson 1: stick in the Knowledge Organiser for the unit you are completing [*Teacher > History > Knowledge Organisers*]
4. Each lesson should have the long date and a history lesson label with the Kapow! lesson question. [*Teacher > History > NEW question label template*]
5. Assessment: at the end of each unit, children are to complete the '**Knowledge Catcher**' assessment. This will be stuck in their books to assess how well they can recall what they have learnt.
6. At the end of **each lesson**, teachers *must* refer to the enquiry cycle and discuss with children how they have been a historian today (asked questions? Looked at information? Shared ideas?).

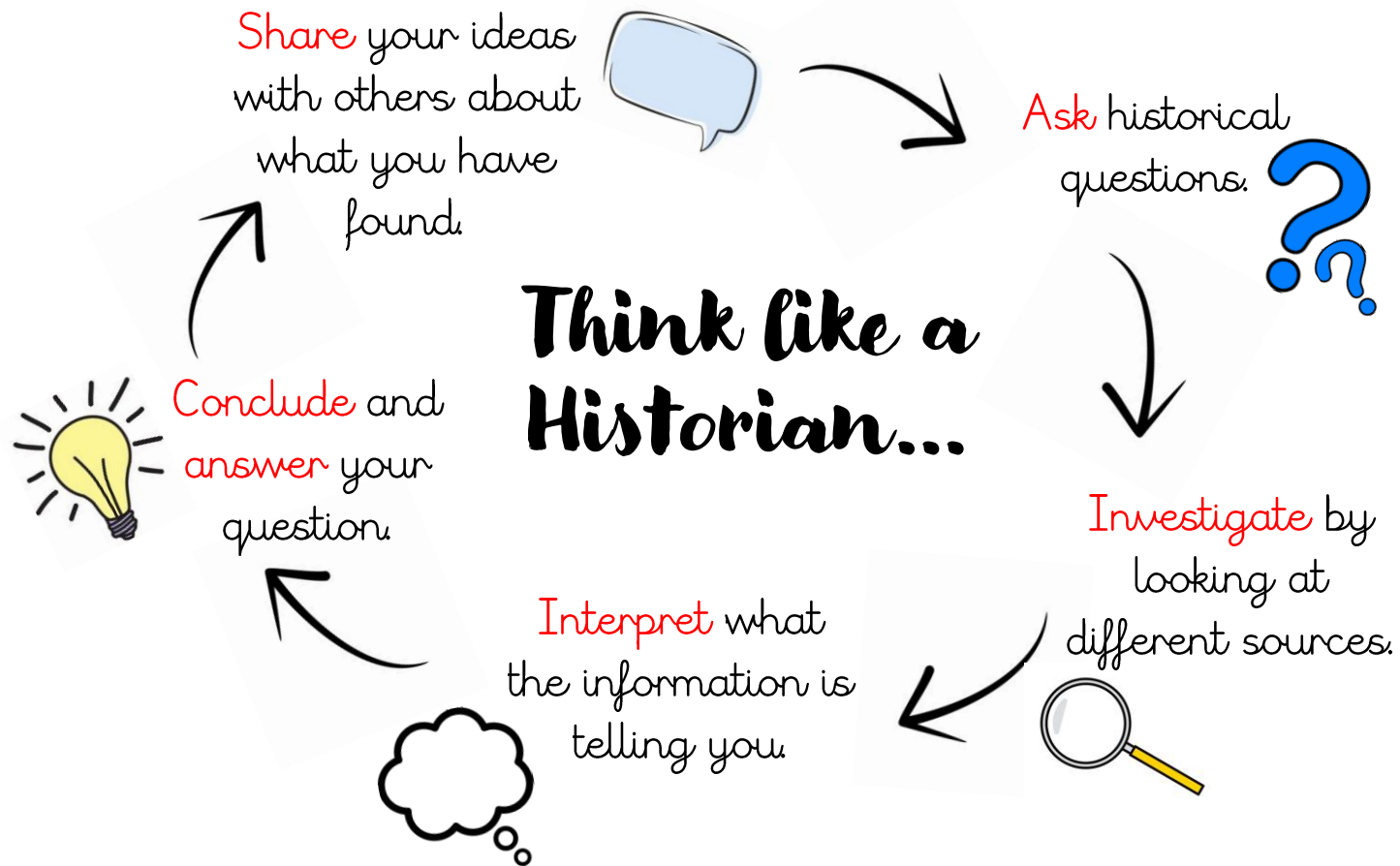
\*Note: worksheets are only to be used when necessary. Use Kapow! adapted resources for SEND learners to ensure work is suitable.



# KS1 Enquiry Wheel



# KS2 Enquiry Wheel



# Curriculum Overview

Year Group	Autumn	Spring	Summer
Reception	Our new EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development matters statements, while also laying the foundations for pupils' further history learning. Peek into the past / Adventures through time		
Year 1	How am I making history?	How have toys changed?	How have explorers changed the world?
Year 2	How was school different in the past?	How did we learn to fly?	What is a monarch?
Year 3	British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	What was important to ancient Egyptians?
Year 4	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	How did the achievements of the Maya civilisation influence their society and beyond?
Year 5	How have children's lives changed?  *British history 4: Were the Vikings raiders, traders or something else? 2026-2027*	British history 5: What was life like in Tudor England?	What is the legacy of the ancient Greek civilisation?
Year 6	What can the census tell us about local areas?	British history 6: What was the impact of World War 2 on the people of Britain?	Unheard histories: Who should go on the banknote?

# Supporting the EYFS Statutory Framework

Our History Early Years Foundation Stage (Reception) activities are designed to **target Development matters 'Understanding the world'** statements and also fully integrated with the Kapow Primary Key stage 1 and 2 curriculum for History, offering a unified approach to teaching History in EYFS.

**Clear progression between EYFS and Key stage 1 content** can be seen by looking at our Progression of knowledge and skills document, where component knowledge and skills are outlined across our strands substantive (abstract) concepts, disciplinary knowledge, historical enquiry from EYFS (Reception) through to Year 6.

Our History EYFS (Reception) 'units' are not designed to be taught in a set order. Instead, they feature **flexible, small-step activities, allowing teachers to personalise lessons** to include local history or to fit in with their chosen themes or topics. The activities have been designed for continuous provision. An adult will need to explain the outcome of the station at the beginning of the week, but after this, independent learning should be encouraged.

Each unit has explanatory videos to assist teachers in their planning and implementation. These videos provide insight into how the activities can support skills and knowledge development, which will lay the foundations for pupils' history learning in Key stages 1 and 2. The activities are **designed to foster a curiosity about history, prompting children to start asking questions about the past while referring to their own experiences**. Children begin to develop a basic understanding that when we refer to the 'past,' we are referring to events that have already happened and become familiar with some of the vocabulary we use to talk about the past (e.g. last year, last week, yesterday).

Understanding the world									
	Subject	Year one progression link	Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two	ELG
Past and present	History	Changes within living memory. The lives of significant individuals in the past. Significant historical events	<b>How am I making history?</b> I can name family members and describe people who are familiar to me.	<b>Community and society-</b> I can talk about the different jobs people do. I can talk about my family and local community and their roles.  <b>Celebrations-</b> I can talk about past and present events in their lives- birthdays and other celebrations.	<b>Past and present in storytelling-</b> I can Understand the past through settings, characters and events encountered in books read in class and storytelling.	<b>Events beyond living memory-</b> I can see the similarities and differences between old and new toys.  I can explore pictures, stories and artefacts and explain how things are different now/then.  I can discuss what I wear now and how it is similar and different to what children wore in the past.	<b>Events beyond living memory-</b> I can discuss holidays now and in the past.  <b>Significant individuals</b> I can discuss the royal family and who they are.	<b>Changes within Living Memory-</b> I can know some similarities and differences between things in the past and now.  I can talk about memories in their own lives and those of family members.  <b>Chronology</b> I can discuss similarities and differences of images from past and present and developing understanding of chronology.	Talk about the lives of the people around them and their roles in society.  Know 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.
	Key Vocabulary	Past, present, future, old, new, history, then, before, now, next, soon, later, yesterday, today, tomorrow, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, March, April, May, June, July, August, September, October, November, December, adult, change, grown, photograph, a long time ago, child, toddler, similar, teenager, order, baby, different, king and queen.							

# Progression of Skills

## Progression of knowledge

## Chronological awareness

EYFS (Reception)	Year 1	Year 2
<p>To know that someone's age is the time since they were born.</p> <p>To know that they started life as a baby but have since grown and changed.</p> <p>To know that some people are older than others.</p> <p>To know that parents are older than children and grandparents are older than parents.</p> <p>To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year).</p>	<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that beyond living memory is more than 100 years ago.</p>	<p>To know that events in history may last different amounts of time.</p> <p>To know a decade is ten years.</p>

A progression of skills document is used from Kapow! These give an indication of how each unit meets the National Curriculum objectives while allowing each year group to see prior knowledge and understanding and their expected next steps.

Lower Key stage 2	Upper Key stage 2
<p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>To know that BC means 'before Christ' and is the term used to date the years before Jesus was born.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p>	<p>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</p>

## Progression of skills and knowledge

## Disciplinary concepts

Sub-strand	Lower key stage 2	Upper key stage 2
<b>Historical interpretations</b>	<p>Identifying and giving reasons for different ways in which the past is represented.</p> <p>Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</p> <p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Evaluating the usefulness of different sources.</p>	<p>Comparing accounts of events from different sources.</p> <p>Suggesting explanations for different versions of events.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Identifying how conclusions have been arrived at by linking sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>Addressing and devising historically valid questions.</p> <p>Understanding that different evidence creates different conclusions.</p> <p>Evaluating the interpretations made by historians.</p>
	<p>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p>	<p>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</p> <p>To understand that there are different interpretations of historical figures and events.</p>

Kapow Primary Lesson 1: What do sources tell us about how children's lives have changed? New update Customise Exit presentation

## What do you remember?

- ✓ How do historians learn about things that happened long ago?
- ✓ What is some evidence from the past and why can they not tell us everything about the past?
- ✓ How have people's ways of living changed from the Stone Age until now?
- ✓ What do the words change and continuity mean?

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### **Formative assessment:**

Every lesson begins with the **'Recap and recall'** section which is intended to allow pupils **retrieval practice** of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about **whether pupils have retained prior learning and are ready to move on**. Each lesson contains the **'Assessing progress and understanding'** section which helps teachers to identify those pupils who are **secure in their learning** in each lesson.

## **Summative assessment:**

The disciplinary strands are assessed using a **Knowledge catcher at the end of each unit**. This requires children to draw upon their disciplinary knowledge in order to respond to an outcome task, such as the one shown below.

**Each disciplinary concept is assessed** at least once by the end of Key stage 1 and once by the end of Key stage 2 using historical enquiry skills. Skills catchers provide teachers with a record of summative assessment as evidence of progression from Key stage 1 to Key stage 2.

## **UKS2: What was life like in Tudor England?**

Imagine you are a historian that specialises in Tudor history. You have been invited to give a short speech at a university about the Tudor period.



College of Arms MS Westminster Tournament Roll, 1511

### **In your speech, include:**

- When the Tudor period was.
- What Henry VIII was like.
- Who were his wives and what happened to them.
- What the Royal Progress was and what it was like.
- What life was like for the average person in the Tudor period.
- The usefulness and limitations of sources such as portraits and inventories.

# Barriers To and Solutions for Engagement, Progress and Achievement

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> <li>• Difficulty hearing teacher explanations</li> <li>• Difficulty engaging in discussions or group work</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty accessing printed sources</li> <li>• Difficulty seeing timelines, maps, artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty with written recording</li> <li>• Poor fine motor skills when using resources (scissors, glue, drawing timelines)</li> <li>• Overwhelm with practical activities involving movement</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty retaining information from Historical texts</li> <li>• Struggle with note taking</li> <li>• Difficulty organising ideas for writing</li> <li>• Overwhelm with dense written sources</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty recalling dates, events and chronology</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty with extended listening or long periods of teacher talk</li> </ul>	<ul style="list-style-type: none"> <li>• Struggle to engage with abstract concepts or time periods</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty processing what has happened during some historical events e.g World War II</li> </ul>
Solutions Identified by subject co-ordinator	<ul style="list-style-type: none"> <li>• Use visual supports: slides, subtitles, written instructions</li> <li>• Ensure clear face-to-face positioning for lip reading</li> <li>• Use signposting gestures and visual prompts</li> <li>• Pre-teach new content in small groups</li> <li>• Use buddy system for peer support</li> </ul>	<ul style="list-style-type: none"> <li>• Provide enlarged or high-contrast resources</li> <li>• Use tactile or 3D resources</li> <li>• Provide audio descriptions</li> <li>• Use clear verbal descriptions and ensure good positioning in class</li> </ul>	<ul style="list-style-type: none"> <li>• Provide larger resources or pre-cut materials</li> <li>• Use partners or adults to support practical tasks</li> <li>• Allow extra time for tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Provide simplified or adapted texts</li> <li>• Use audio recordings and videos</li> <li>• Allow alternative ways of recording (mind maps, voice notes, scribing)</li> <li>• Scaffold writing with sentence starters and writing frames</li> </ul>	<ul style="list-style-type: none"> <li>• Use timelines and visual prompts</li> <li>• Chunk information into small steps</li> </ul>	<ul style="list-style-type: none"> <li>• Use active learning (role play, hot-seating, debates)</li> <li>• Provide visual aids, storyboards and pictorial representations</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teach key vocabulary and concepts</li> <li>• Use clear, simple language and repeat instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Connect learning to pupils' own experiences</li> </ul>

- Use multi-sensory approaches: visual, auditory, kinaesthetic
- Model tasks explicitly and break down instructions
- Connect the past to the present to make learning meaningful
- Celebrate diverse histories and perspectives to foster inclusion
- Ensure resources are accessible, prepared and adapted in advance



**[www.stmarys565.herts.sch.uk](http://www.stmarys565.herts.sch.uk)**