

## History

### Intent

At Stamford Park Primary School we aim to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national 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 lessons, we aim to build an awareness of significant events and individuals in global, British and local history. They will recognise how things have changed over time as well as appreciate the complexity of people's lives and diversity of societies. Over their time at Stamford Park, children will build their understanding of chronology, making connections over periods of time.

### Implementation

At Stamford Park Primary School we use the 'Kapow History' scheme which is underpinned by the National Curriculum and the Early Years Foundation Stage Framework.

Our children begin their historical experiences in the EYFS within Understanding of the World. They explore chronologically how they have changed over time and changes throughout their journey in the Early Years. Teachers facilitate children exploring their interests from past experiences through both adult and child led experiences. They model vocabulary, skills and knowledge to support children in investigating past events.

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. Disciplinary concepts will be encountered in different contexts during the study of local, British and world history and children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. Lessons are planned to be varied, engaging and hands-on, allowing children to experience different aspects of an historical enquiry. 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.

### Impact

Pupils will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past. Class teachers closely monitor the progress of children's knowledge and understanding across all history lessons and use this information to inform future lessons to ensure all children are achieving their full potential. Teachers adapt planning to ensure there are no gaps in children's knowledge, this may be through pre-teach and/or revisiting learning in the next lesson. Across the school, teachers use a variety of formative assessments such as observations, questioning, KWL grids, quizzes etc. Summative assessment for the whole school is inputted into Insights.