

Eastfield Primary School KAPOW History

Intent, Implementation and Impact Document

Intent

Kapow Primary's History scheme of work aims to inspire pupils to become curious and analytical thinkers with a broad understanding of the past — in other words, to think like historians. The intention is for pupils to develop the confidence to question and investigate evidence, explore different perspectives and build informed interpretations of events, people and societies.

The scheme aims to build pupils' awareness of how History shapes identities, cultures and communities over time. The goal is to inspire them to become reflective, active citizens who can draw on historical understanding to make sense of the present and contribute thoughtfully to the future.

The scheme supports teachers in developing their subject knowledge and skills, enabling them to confidently deliver engaging, well-informed lessons. The curriculum is designed to be both accessible and ambitious, ensuring all pupils' participation and achievement.

National curriculum

Kapow Primary's standard and mixed-age schemes of work fulfil the statutory requirements for History outlined in the [National curriculum](#) (2014).

The five strands

Based on the aims of the National curriculum, the following five strands have been identified, which run throughout the History curriculum:

- Topic knowledge.
- Chronological awareness.
- Substantive (abstract) concepts.
- Disciplinary concepts.
- Historical enquiry.

The History curriculum has been planned with these strands running through each unit, ensuring balanced coverage of the different areas of History and both substantive and disciplinary knowledge

Types of Knowledge

Knowledge is defined differently depending on the subject in question. Ofsted's [History research review](#) helps to define History knowledge as:

- Disciplinary knowledge.
- Substantive knowledge.

Disciplinary knowledge

- *Ways of knowing*
- Pupils gain knowledge of the subject as a discipline, considering how historical knowledge (such as the substantive knowledge they study) originates through historical enquiry and interpretation.

Substantive knowledge

- *Knowing about*

- Substantive knowledge refers to the content learners gain through studying the History curriculum: the established knowledge about the past, including events, people, societies and the processes of change and continuity that have shaped them.

EYFS and Key stage 1

In Key stage 1, we have sequenced the learning to specifically develop pupils' conceptual understanding of the 'past' by first making it relevant to their own lives, then by looking at how life has changed over time in familiar contexts and finally by studying contexts which are likely to be new to them.

Key stage 2

The National curriculum states that pupils should 'know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day', and so our British History units across Key stage 2 are sequenced chronologically to allow pupils to understand this narrative.

For world history, The Historical Association states that 'You don't have to teach topics in chronological order but need to relate the topics you teach to their chronological context', and our Kapow Primary timeline allows the teacher to place all units in their chronological context, and in relation to pupils' prior learning in History.

Implementation

This section outlines how the History curriculum is taught in the classroom — including teaching strategies, learning activities and the use of resources. It also includes details on how the curriculum can be adapted to suit your school and cohort.

Unit Structure

Unit hubs

History unit hubs contain all the necessary resources and information relevant to the unit being taught. Information on the unit hubs corresponds to all the relevant History key documents, such as the Progression of skills and knowledge.

The unit hub also links to useful resources and key documents, suggests units that could build on knowledge or activate prior learning and outlines cross-curricular links.

Lesson Structure

Recap and recall

Each lesson begins with a short activity that revisits prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning.

Recap and recall activities are varied to keep the start of the lesson engaging while still supporting active recall.

Attention grabber

A short, engaging activity designed to hook pupils into the new learning in the lesson.

This could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.

Main event

The core part of the lesson, where pupils engage in activities that develop their understanding of the learning objective.

This includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all learners.

Wrapping up

A final reflective activity that consolidates learning.

This could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.

Spiral curriculum

Kapow Primary's History scheme incorporates a [spiral curriculum](#) model, ensuring that pupils revisit and develop their understanding of key themes and concepts as they progress. This approach allows them to make meaningful connections, reinforce their learning and achieve mastery over time.

- Revisiting key concepts – pupils encounter the same ideas multiple times throughout their education, with each revisit adding more complexity.
- Progressive depth – concepts are not just repeated but expanded upon, helping pupils to make connections and develop a richer understanding over time.
- Knowledge retention – regular exposure to key ideas strengthens memory and prevents knowledge from being forgotten.
- Skill development – pupils refine and apply their skills in different contexts, improving their ability to think critically and solve problems.
- Adaptive learning – by building on prior knowledge, the curriculum meets pupils at their current level and supports all learners, including those who need extra reinforcement and those who are ready for greater challenges.

Impact

This section outlines how the History curriculum checks what pupils know, understand and are able to do.

Assessment

Formative

Kapow Primary History lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities.

These enable teachers to assess understanding in real time and adapt their teaching accordingly.

Summative

Each unit provides an *Assessment quiz* and *Knowledge catcher*, which allow teachers to measure pupils' understanding at key points.

These tools help gauge how well pupils have retained key knowledge and skills over time.

Evidencing Progress

Written outcomes

Pupils demonstrate their learning and provide tangible evidence of progress through a variety of activities, including structured written work, annotated diagrams and creative responses.

Pupil voice

Lessons encourage discussion, reflection and verbal explanations. This allows teachers to capture pupils' understanding through questioning, class discussions and recorded responses, supporting a broader view of progress beyond written work.