



## Knowledge and skills: Introduction

At Polehampton, we first considered the concept of knowing more, doing more and remembering more. Therefore, from our research, we have a shared and consistent understanding of different types of knowledge. Each subject will have a different ratio of distribution for these types of knowledge, and the types of knowledge can (and most often do) intersect.

**1. Knowledge** refers to the body of facts, information, understanding, principles and concepts etc. of a subject. In other words, this could be referred to as the main component knowledge that pupils might learn (e.g. knowing capital cities or names of countries/continents), as well as the understanding that pupils may develop about how those facts were established (aka disciplinary knowledge). Finally, as well as considering how a fact was established, we may also consider its degree of certainty and how it continues to be revised. Pupils need to know information in some form in every subject, even in practical subjects, because there will be an element of theory behind the skill that can be shown/displayed.

**2. Skills** refers to the techniques required to complete a procedure or task. It is the 'know how' of the processes required in a subject (e.g. using equipment accurately to measure rainfall or temperature changes). Skills are often incremental and require regular practice. It is about being able to know how to actually demonstrate that skill or procedure.



Polehampton's Infographic on Knowledge and Skills

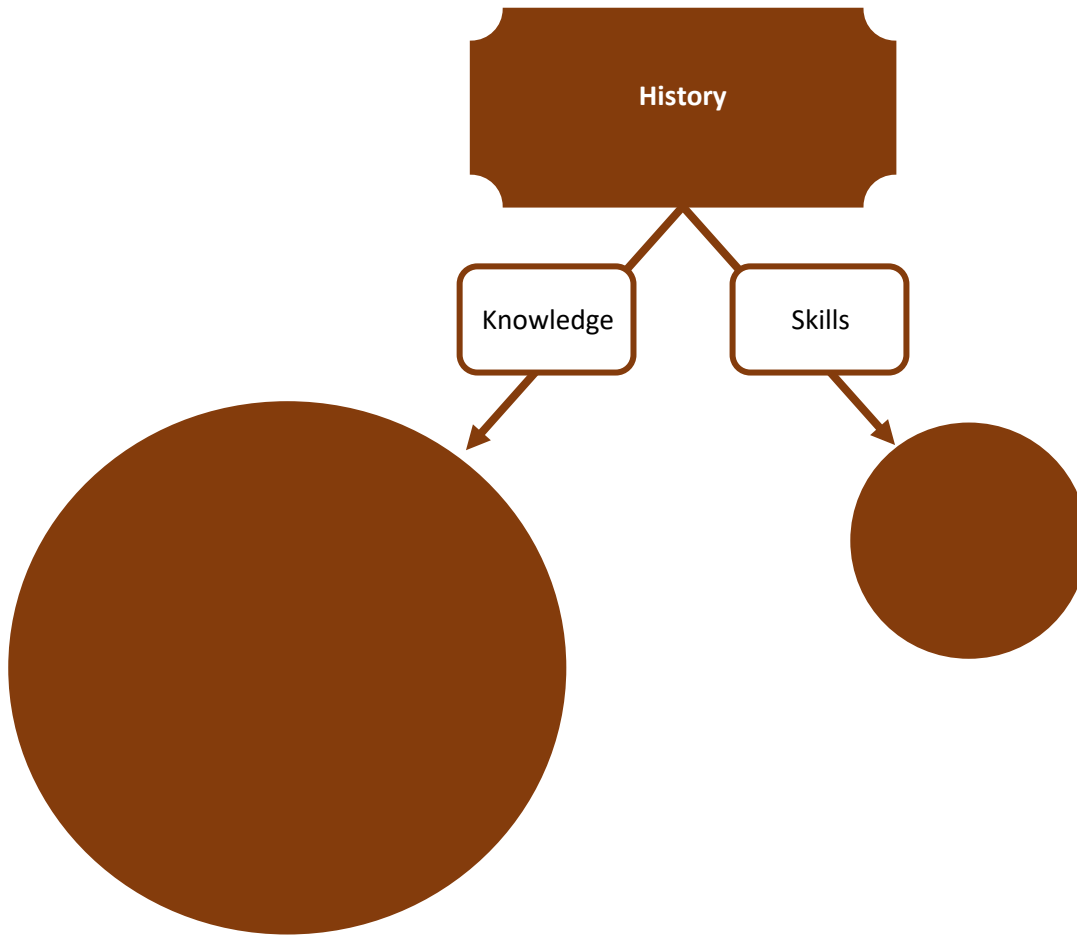
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## Knowledge distribution

We recognise that different subjects have different weightings of knowledge and skills. The infographic below highlights what we consider to be the ratio of each form of knowledge within this subject:



## Our vision

History at Polehampton engages and enthuses children to learn about the past. Our curriculum allows pupils to learn about key periods of history, considering the concepts that run within and across units of study, and the ways in which that history was recorded. Pupils will develop an understanding of different methods of historical enquiry, including the use of evidence. History at Polehampton allows children to understand and consider life in the past and the effect on others throughout history and today.

### Early Years Foundation Stage

In the Early Years Foundation Stage (EYFS), history-related learning is primarily embedded within the Understanding the World area, particularly in the strand Past and Present. Children are encouraged to talk about their own lives, the lives of family members and significant events, developing an awareness of change over time and differences between past and present. We take this children on a walk around Twyford to notice the different styles of the buildings and discuss the history of our local area. We also celebrate 'Polehampton day', learning about the local figure who founded our school. We use sources such as books and photographs to compare their homes and daily lives with those from the past. This lays the foundation for the National Curriculum for History in Key Stages 1 and 2, where pupils build on this early understanding by studying historical events, significant individuals and broader themes such as chronology and historical enquiry. The EYFS focus on storytelling, discussions, and exploration of artefacts supports key historical

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## Curriculum Vision: History V1



skills, such as sequencing events and recognising cause and effect, which are explicitly developed further in primary history education.

### Key Stage 1

In Key Stage 1 (KS1), pupils develop an awareness of the past and its influence on the present. The curriculum focuses on significant individuals, events and places that have shaped history locally and globally. Pupils learn about changes within living memory, such as technological advancements, to help them understand the concept of time and chronology. They also explore events beyond living memory, including the Great Fire of London, to develop historical enquiry skills. Additionally, they study the lives of significant individuals, such as Dame Ellen McArthur or William the Conqueror, comparing their achievements and impact. Local history is also covered, encouraging pupils to understand how their own community has changed over time. Through these areas, pupils begin to develop key historical skills, including asking and answering questions, recognising different sources, and using timelines to sequence events.

### Key Stage 2

In Key Stage 2 (KS2), pupils develop a chronologically secure knowledge and understanding of British, local and world history. The curriculum is structured around three key areas: British history, world history and historical concepts and enquiry. Pupils study British history from the Stone Age to 1066, followed by an in-depth look at a post-1066 theme, such as the impact of World War II. They also explore significant ancient civilisations, including Ancient Greece, and the Maya, as well as non-European societies. Throughout, pupils develop skills in analysing historical sources, considering different perspectives, and making connections between historical events. They learn to use historical terms accurately, construct informed responses based on evidence and understand key concepts such as continuity and change, cause and consequence, and significance. These studies provide a strong foundation for further historical learning at secondary level.

## The curriculum

At Polehampton, we follow the National Curriculum for all our subjects. To ensure the National Curriculum is covered effectively, there is an edited version of the National Curriculum which has notes to highlight where in our Unit Maps a statement or section is covered within our strategic documents and planning.

## Schemes of work

In History, we also use a scheme called Kapow to support the subject in Years 1 to 6. However, we have chosen units carefully to match our ambitions for the subject. We have also reviewed the Kapow progression of knowledge and skills documents to ensure that this strategic planning is appropriate for our school community and links with our curriculum vision (and the National Curriculum).

## Curriculum structure

Units are taught using blocking, with one covered every term (usually, one unit takes approximately 1 half term, but this is flexible). This allows time to go into depth in a unit, but having one unit per term ensures the time between units does not adversely affect the ability to build on prior skills and knowledge. We use retrieval practice, knowledge organisers and other methods to ensure that pupils are prepared for their subject and focus on the right objectives during lessons. Subject-specific vocabulary is taught and we aim to deepen understanding through questioning.

Our units are not taught chronologically as there are key concepts and themes that lend themselves more suitably to older pupils as they are more complex. Therefore, we teach units based on the objectives we aim to cover, and to help children understand the expansive nature of history. Later in the school, we cover the concept of the duality of events and how key events in history have occurred at the same (or crossover) periods of time.

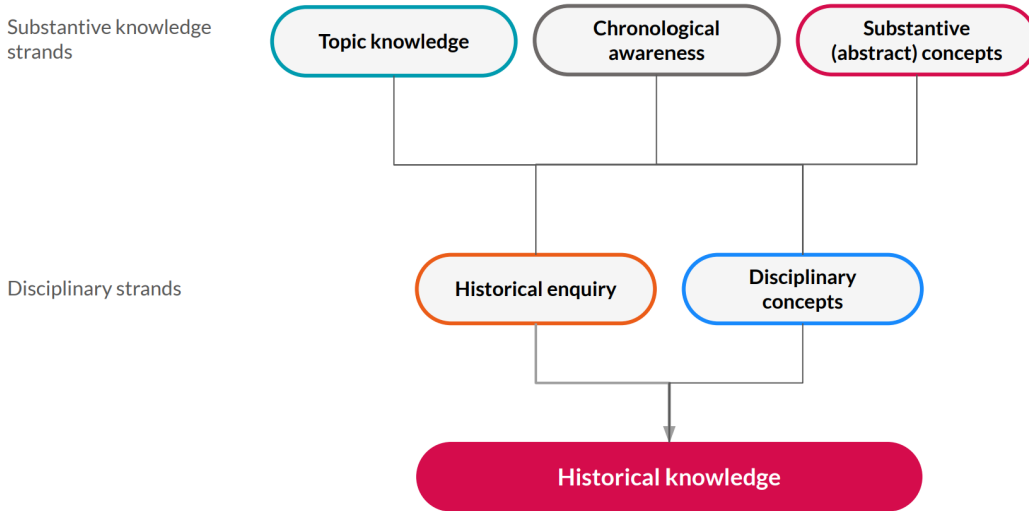
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**How is the History scheme of work organised?**



*Taken from Kapow’s LTP document*

**Concepts**

Each subject has concepts which run through every unit and year group. These concepts allow consistency of focus and progression within each concept from unit to unit and year to year. Kapow also has ‘strands’, which are also considered and referenced. These strands are referenced above. Our key concepts are as follows:

Chronology	Change and Continuity	Cause and Consequence	Similarity and difference	Historical Significance	Sources and interpretations of evidence
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**Building on and revisiting learning**

Our units rely on a ‘spiral curriculum’ model, which ensure we can revisit concepts and cumulatively build knowledge and skills.

**A spiral curriculum**

The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the key knowledge and skills again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity.
- ✓ **Prior knowledge:** Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



*Taken from Kapow’s LTP document*

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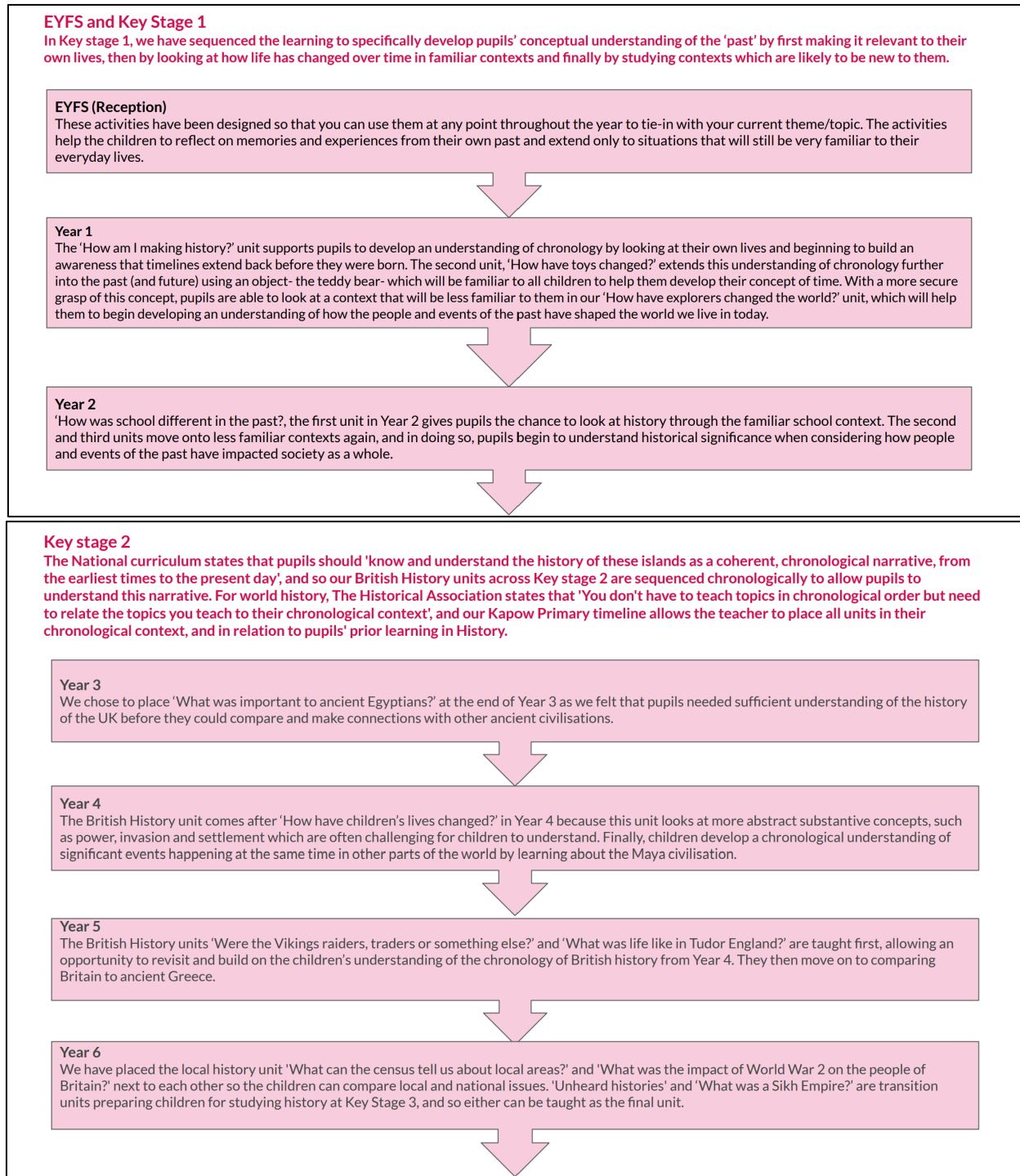
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Units build sequentially, and Kapow provides a clear rationale as to why units are taught certain times, which we have reviewed:



*Taken from Kapow's LTP document*

## How we plan our units

The Kapow scheme offers engaging, curriculum-aligned resources that foster a development of curiosity, skill development and critical thinking in pupils.

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Prior to beginning a unit, class teachers will review all the documentation mentioned in this vision document as well as the lesson plans and online resources, in order to understand the direction of the units and lessons. It also ensures that teachers have time to address any subject knowledge gaps they have themselves, or seek support. As part of this professional development support, teachers use the teacher knowledge videos that are provided within the Kapow units to enrich and refine subject knowledge ahead of lessons.

Because of the comprehensive nature of the planning on Kapow, teachers are not expected to produce individual written plans for each lesson. However, teachers are expected to ensure that the teaching resources produced for the lesson are comprehensive and well-planned, as well as being adapted where necessary to suit the needs of the cohort.

This could take the form of the following:

- Using the pre-prepared presentations on Kapow (extra slides can be added to the deck if needed).
- If teachers prefer, they can create their own PowerPoint, ensuring the key information from the Kapow lesson is covered and add any additional slides they feel are necessary.

The most important aspect for us, as a school, is ensuring that teachers feel prepared to (and, therefore, deliver) high-quality lessons to pupils which support our vision of developing knowledge and skills over time. It also enables teachers to consider how these lessons will fit in to the wider picture of a child's learning journey.

### Vocabulary development and knowledge organisers

Kapow's progression of knowledge and skills document outlines, within the 'vocabulary' strand (which is also one of our concepts), the vocabulary needed for each year group. Kapow's unit plans outline the key vocabulary for that lesson or unit.

A knowledge organiser, in line with our school's format, is shared with pupils from the beginning of the unit and referred to throughout lessons to help embed key concepts and vocabulary.

### Cross curricular links

It is important to understand how subjects can work with each other, so there are specific links to other subjects where relevant. However, it is important to note that this does not detract from the focus we have on teaching each unit as part of a discrete subject.

### Links with our values, spirituality and organisations

Our school values are part of everything we do. To ensure that is seen within the curriculum, we make explicit links to our values, as well as British Values, spirituality and OECD and UN objectives.

### Milestones and assessment opportunities

When assessing progress, we use a range of methods, including the use of Kapow's summative assessment opportunities. Teachers use AFL strategies on an ongoing basis so that misconceptions can be identified and addressed at the earliest point. It is used to assess pupils' knowledge of history. Pupils are regularly given the opportunity for self or peer assessment, which will then be used to inform planning, preparation, adaptations and address misconceptions within that lesson, or for the next lesson.

Children are given opportunities to retrieve information and to demonstrate their learning throughout each unit of learning. Each unit includes quiz questions which can be used to reinforce and revisit both learning and vocabulary.

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These questions are also used as part of retrieval practice, and prior learning will be revisited at the start of every lesson, checking recall of previous lessons. This could be through oracy or written tasks.

### **Formative assessment in Kapow**

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 or working at a greater depth in each lesson.

### **Summative assessment in Kapow**

Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with nine multiple choice questions and one open-ended question.

In addition, each unit uses either a skills or knowledge catcher, depending on the key strands covered in the unit. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered.

Assessment quizzes, and skills and knowledge catchers provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

It is suggested that teachers keep all forms of assessment as children move through primary school so that the subject lead and teachers will have a record of children's learning.

### **Milestones and assessment opportunities**

Our milestone objectives and assessment opportunities ensure that there is clear progression and we know how to assess those types of knowledge and outcomes within a unit. These milestones are derived from the National Curriculum (and cross-referenced with Kapow's progression of knowledge and skills) to ensure that staff know the key component knowledge and skills required for pupils to experience progress and success.

## **Measuring impact**

We measure the effectiveness of our curriculum in the following ways:

- Pupil data tracking (Sonar and other internal tracking methods)
- Work scrutiny
- Monitoring of lessons and planning (including from SLT, governors and external validation, e.g. TKAT)
- Pupil conferencing.

When evaluating our curriculum, we also ask ourselves the following questions:

### **Do we provide a high-quality curriculum and inspires pupils?**

- To what extent do our children show independence, resilience and high aspirations in the subject?
- To what extent does our curriculum provide new experiences and challenges?
- To what extent do the children engage with high quality resources?

### **Do we ensure pupils know more, do more and remember more?**

- To what extent do children retain the knowledge learnt?
- To what extent does the curriculum build over time?

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- To what extent do children make progress against milestones over time?

### **Does our curriculum allow oracy development and the opportunity for pupils to collaborate?**

- To what extent does our curriculum use/teach high quality language?
- To what extent does the curriculum provide opportunities to work collaboratively?
- To what extent does the curriculum support children with oracy skills?

### **Is our curriculum inclusive?**

- How well is learning broken down, explained and scaffolded/adapted appropriately in the subject?
- How well are assessment forms used to inform planning in the subject?
- To what extent does the curriculum meet the needs of all learners including SEND/ EAL etc?

### **Do we help our pupils become better people in the wider world and prepare them for life in Modern Britain?**

- To what extent does the curriculum allow children to take responsibility for their learning?
- To what extent does our curriculum allow for diversity?
- To what extent does the curriculum offer opportunities to present work in creative ways?
- To what extent does the curriculum offer opportunities to discuss content and/or questions and consider them in an open forum?
- To what extent does offer opportunities to utilise the skills of the wider community?

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