



History long-term plan

Intent

Our history curriculum inspires pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. Pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

Through our scheme of work, pupils 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. Our history scheme supports 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.

In order to prepare pupils for their future learning in History, our scheme introduces them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Implementation

Our History curriculum is delivered through the Kapow Primary History scheme.

The Kapow Primary scheme emphasises the importance of historical knowledge being shaped by historical enquiry and disciplinary concepts. Topic knowledge, chronological awareness and substantive concepts 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.

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 Kapow scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

Impact

By the end of their primary career, all of our 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.



EYFS & Key Stage One

Autumn		Spring	Summer
EYFS Robins	Peek into the past Adventures through time		
	Development Matters <ul style="list-style-type: none"> • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past. 	Characteristics of effective teaching and learning <ul style="list-style-type: none"> • Playing and exploring – Children investigate and experience things, and ‘have a go’. • Active learning – Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake. • Creating and thinking critically – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 	Early learning goals ELG: Understanding the World – Past and Present <ul style="list-style-type: none"> • 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.
Year 1 Owls	How am I making history?	How have toys changed?	How did we learn to fly?
	<ul style="list-style-type: none"> • Develop an understanding of personal history • Explore how we remember events • Find out what life was like for our parents and grandparents • Compare childhood now with childhood in the past • Identify some things that change and some that stay the same 	<ul style="list-style-type: none"> • Find out what toys our parents and grandparents played with • Investigate what toys were like up to 100 years ago • Compare toys from the past with modern toys • Investigate how teddy bears have changed over time • To know how toys have changed over time 	<ul style="list-style-type: none"> • Find out about the Wright brothers • Develop an understanding of historical significance • Investigate why Bessie Coleman is significant • Develop an understanding of primary sources • Investigate why we remember the moon landing • Place events on a timeline
Year 2 Swallows	What is history?	How was school different in the past?	What is a monarch?
	<ul style="list-style-type: none"> • Recognise the order events happened • Compare photographs from the past • Find out about the past from people who were there • Compare holidays from the past and present 	<ul style="list-style-type: none"> • Find out how schools have changed over time • Investigate what schools were like in the 1900s • Compare a modern classroom with a classroom 100 years ago • Compare three periods of time 	<ul style="list-style-type: none"> • Describe what a monarch is • Explain why coronations take place • Explain how William the Conqueror became King of England • Identify features of a castle that would be effective when defending against attacks • Suggest what a monarch was like in the past



Lower Key Stage Two

	Autumn	Spring	Summer
2024 / 2025	British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British History 2: Why did Romans settle in Britain?	British History 3: How hard was it to invade and settle in Britain?
	<ul style="list-style-type: none"> Recognise that prehistory was a long time ago and was the beginning of the history of mankind Use archaeological evidence to learn about prehistoric houses Understand the limitations of archaeological evidence Explain how bronze transformed prehistoric life Compare settlements in the Neolithic and Iron Age 	<ul style="list-style-type: none"> Understand why Rome invaded Britain Understand how Roman soldiers were equipped for war Understand Roman army battle formations Make inferences about life in Roman times Identify the Roman legacy in Britain 	<ul style="list-style-type: none"> Understand why the Anglo-Saxons invaded Britain Identify the features of Anglo-Saxon settlements and how they changed from prehistoric times Make inferences about who was buried at Sutton Hoo and Anglo-Saxon life Understand how Anglo-Saxons converted to Christianity Understand how Anglo-Saxon rule ended

	Autumn	Spring	Summer
2025/2026	How have children's lives changed?	What did the ancient Egyptians believe?	How did the achievements of the Maya civilisation influence their society and beyond?
	<ul style="list-style-type: none"> Use a range of sources to identify how children's lives have changed Understand why children worked in Tudor times Understand the types of jobs Victorian children had and their working conditions Understand how Lord Shaftesbury changed children's lives Understand which diseases children caught and how they were treated 	<ul style="list-style-type: none"> Know when and where the Ancient Egyptians lived Explain the importance of Egyptian gods and goddesses Explain how and why Egyptians mummified people Make inferences about Egyptian beliefs using primary sources Evaluate significant ancient Egyptian beliefs 	<ul style="list-style-type: none"> Evaluate the challenges of early settlement by exploring how the Ancient Maya settled in the rainforest Infer how the Ancient Maya valued and used cacao by exploring historical artefacts Describe the role of the Ancient Maya gods and goddesses Make deductions about an Ancient Maya city by exploring archaeological evidence Analyse historians' viewpoints about the decline of the Ancient Maya civilisation



Upper Key Stage Two

	Autumn	Spring	Summer
Year 5 Herons	British History 4: Were the Vikings raiders, traders or settlers?	British History 5: What was life like in Tudor England?	British History 6: What was the impact of World War II on the people of Britain?
	<ul style="list-style-type: none"> Explain when and why the Vikings came to Britain Evaluate Viking stereotypes using sources Investigate the importance of Viking trading routes Compare different versions of Viking sagas Evaluate the impact of the Viking invasions and settlements on local communities in Britain using primary sources and case studies 	<ul style="list-style-type: none"> Use different types of evidence to interpret the character of Henry VIII Make deductions about Anne Boleyn from a range of primary sources and interpretations (secondary sources) Understand why Henry VIII had so many wives Extract evidence from primary sources about the Royal Progresses of Elizabeth I Make deductions about the people in Tudor England using inventories 	<ul style="list-style-type: none"> Understand the causes of World War II Understand how the Battle of Britain was won Make inferences about the Blitz using images Evaluate the accuracy and reliability of sources and interpretations Identify the impact of World War II on women's lives

	Autumn	Spring	Summer
Year 6 Merlins	What does the Census tell us about our local area?	What did the Greeks ever do for us?	Unheard histories: Who should go on the bank note?
	<ul style="list-style-type: none"> Use the census to make inferences about people from the past Use the census to investigate how the lives of people in the past changed Use primary sources to find out about the working conditions of children in factories Explore the key events in the life of Mary Bucktrout Compare census returns and identify continuities and changes in a household 	<ul style="list-style-type: none"> Understand where and when the ancient Greeks lived Understand the importance of Greek gods Identify similarities and differences between Athens and Sparta Understand how Athenian democracy worked Understand the importance of the ancient Greek philosophers 	<ul style="list-style-type: none"> Decide whether a person is historically significant Evaluate the significance of historical figures Explain the significance of William Tuke and Mary Seacole Evaluate the significance of sporting people Evaluate the significance of historical figures