

History

Long-term plan

Standard

Our standard Long-term plan covering the KS1 and KS2 National Curriculum objectives in three units a year.



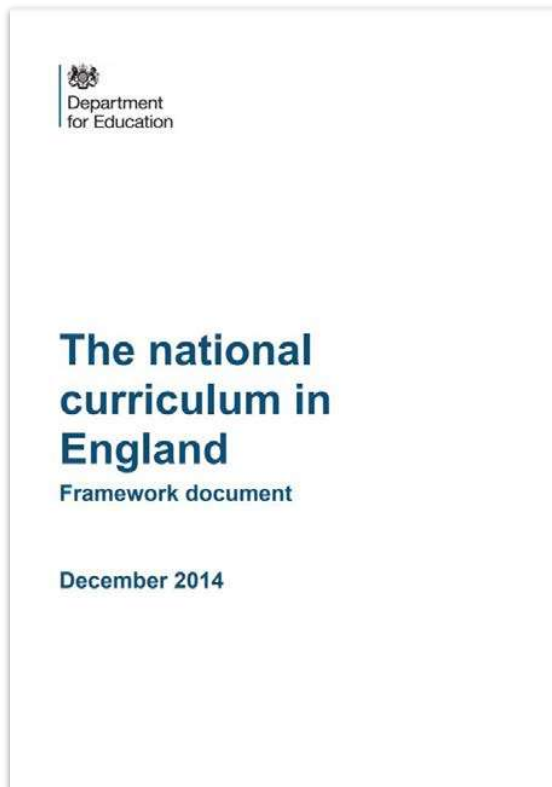
Kapow
Primary™

Contents:

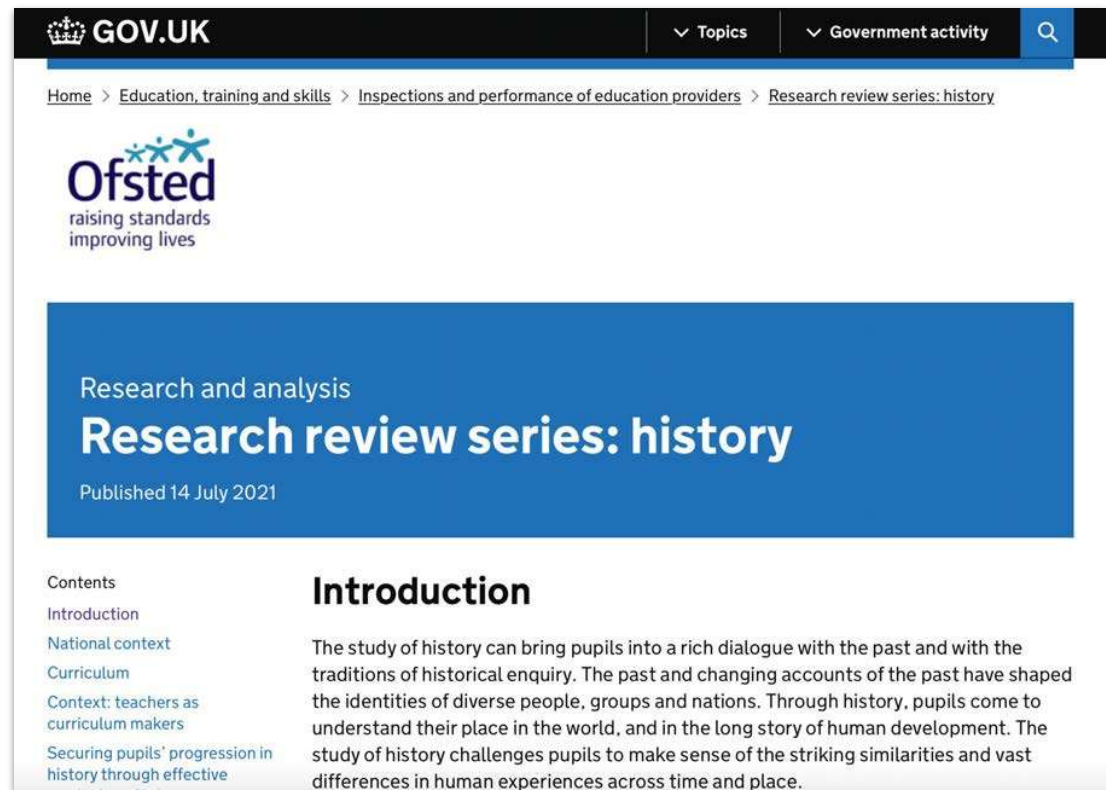
How does Kapow Primary help our school to meet the statutory and non-statutory guidance for History	3
How does Kapow Primary's scheme for History align with the National curriculum	4
How is the History scheme of work organised?	5
Different types of knowledge in History learning	6
Oracy in History	7
A spiral curriculum	8
Is there any flexibility in the Kapow Primary PSHE & RSE scheme?	8
What are the units sequenced this way?	9
What do we mean by substantive (abstract) concepts'?	11
How does the scheme develop Disciplinary concepts?	12
How does the scheme develop Historical enquiry skills?	13
Assessment in History	14
History in EYFS: Reception	15
History collections	16
Other useful documentation	17
Suggested long-term plan: Subject - overview	18
EYFS:Reception - Unit summaries	19
Key Stage 1 - Unit summaries	20
Key Stage 2 - Unit summaries	21

How does Kapow Primary help our school to meet the statutory guidance for **History**?

Our scheme of work fulfils the statutory requirements for History outlined in **The National curriculum (2014)** and was created based on the principles outlined in the [Ofsted Research review series: history](#)



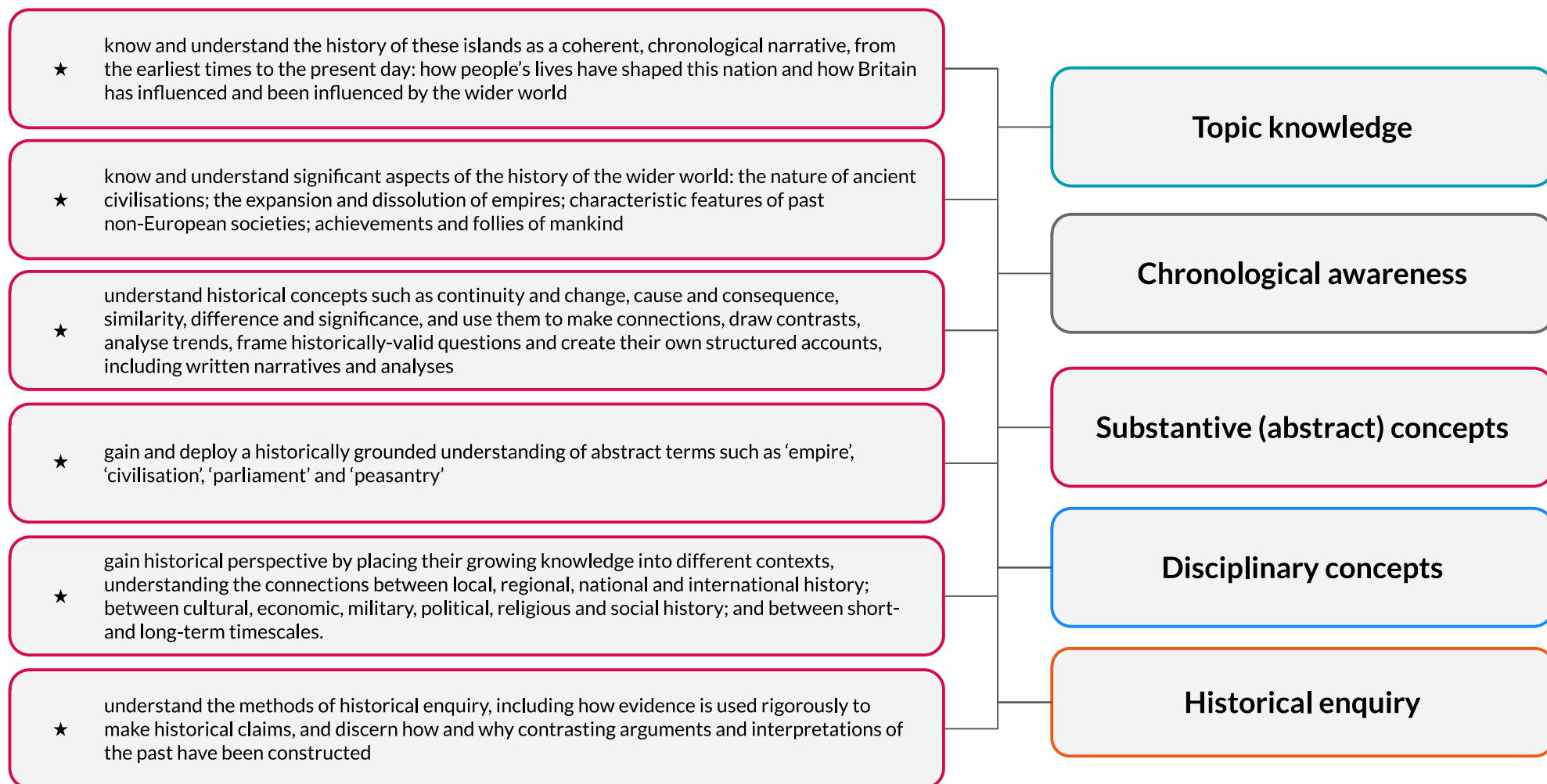
© Crown copyright 2013



© Crown copyright 2021

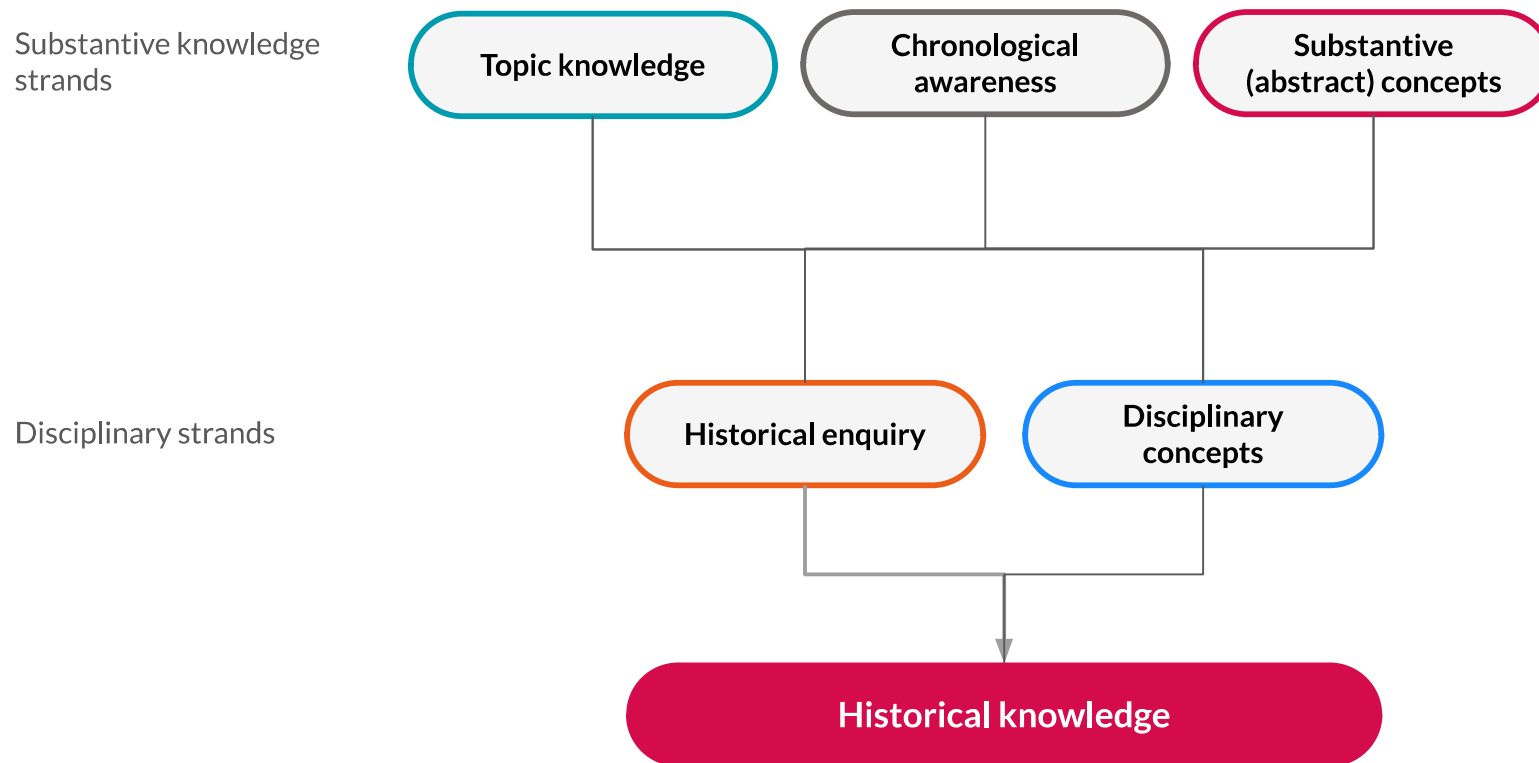
How does Kapow Primary's scheme for History align with the National curriculum?

Our scheme of work fulfils the statutory requirements of the **National curriculum (2014)**.
The National curriculum for History aims to ensure that all pupils:



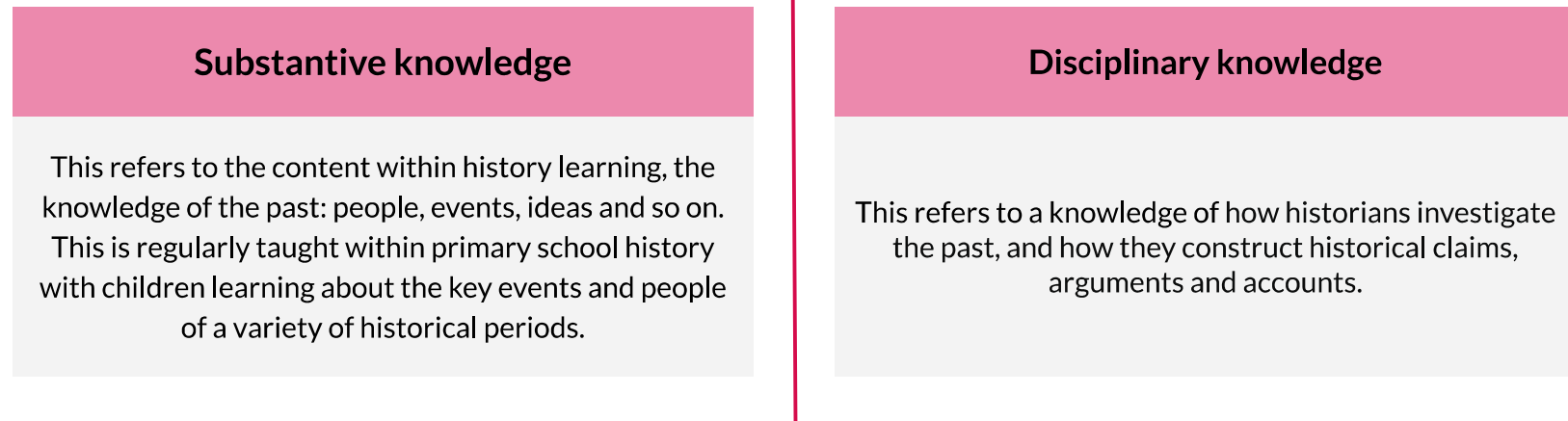
Our [National curriculum coverage](#) document shows which of Kapow Primary's units cover each of the National curriculum Attainment targets and aims. National curriculum links are also on each individual lesson plan, along with cross-curricular links to other subjects.

How is the History scheme of work organised?

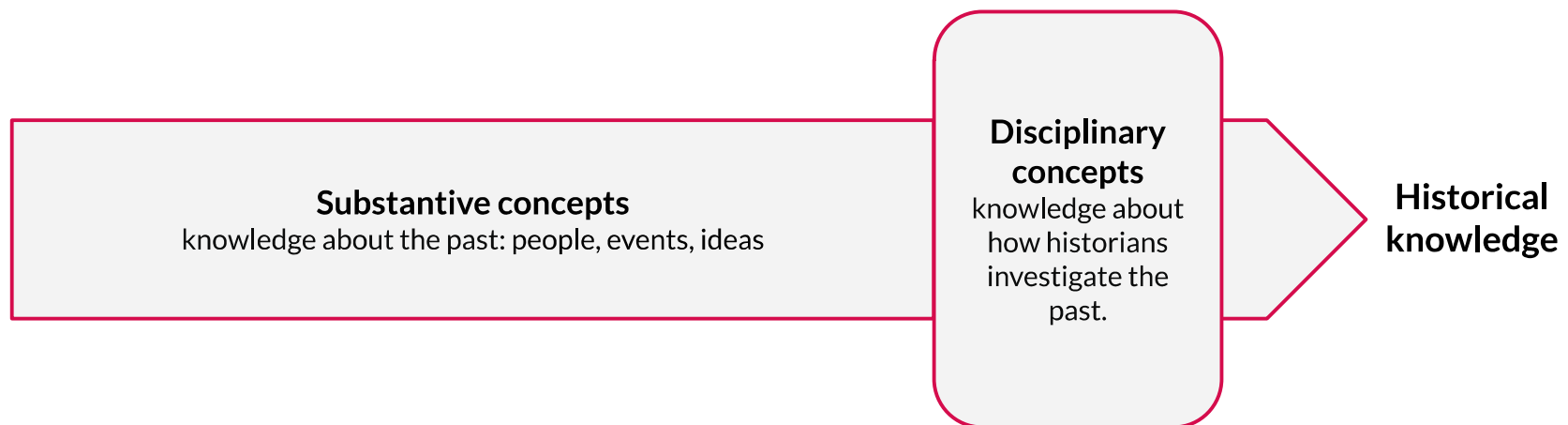


The scheme of work is organised to reflect the fact that ‘knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.’ (Ofsted research review series: History, 2021) - see [Different types of knowledge in History learning](#).

Different types of knowledge in **History** learning



This diagram below shows the complex interplay between understanding substantive knowledge and disciplinary knowledge which is referred to in the Ofsted research review: ‘knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.’ The Kapow Primary Scheme uses an enquiry-based model so that children learn key substantive knowledge using the disciplinary knowledge and methods that historians use to find out about the past.



Oracy in History

'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.'

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Learning *through* talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our History curriculum, pupils have opportunities to develop their oracy skills by:

- Discussing their understanding of sources and summarising key information.
- Explaining and justifying the conclusions they have reached.
- Persuading their peers about the significance of historical events and people.
- Clarifying and evaluating arguments put forward by their peers and historians.
- Role-playing to gain further insights into historical events and the actions of individuals (e.g. hot seating, conscience alley, freeze-framing).
- Preparing for 'oral presentations' such as gallery walks and recorded audio.
- Critiquing the value of different historical sources.



A spiral curriculum

Kapow Primary's History scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the same disciplinary and substantive concepts during their time in primary school.
- ✓ **Increasing depth:** Each time a concept is revisited, it is covered with greater complexity.
- ✓ **Prior knowledge:** Upon returning to each concept, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.



Is there any flexibility in the Kapow Primary History scheme?

Our History scheme of work is organised into units consisting of six lessons. Within each unit, lessons must be taught in order as they build upon one another.

Units in Year 1 and 2 should be taught in the correct year group and ideally in the given sequence. This is because they have been sequenced to build up progression of skills and knowledge.

The six units in Lower key stage 2 (Year 3 and Year 4) can be rearranged, however, all units should be taught within Years 3 and 4 to ensure that there is progression between lower key stage 2 and upper key stage 2 as shown on History: Progression of knowledge and skills. The **British history** units should be taught in order to help build chronological understanding. The same is true for Upper key stage 2: the **British history** units should be taught in order to help build chronological understanding and all units should be taught within Year 5 and 6.

The flexibility in the order the units can be taught allows schools to adapt the planning to suit their school and to make use of cross-curricular links available.

What do we mean by ‘Substantive (abstract) concepts?’

Substantive concepts are key concepts, such as ‘empire’, ‘monarchy’, or ‘invasion and settlement’, which children learn about during their study of primary History. Substantive concepts are fundamental elements of children’s historical knowledge, however they are abstract and therefore children may find them challenging to understand.

The 2021 Ofsted research review into history states that, to be able to use them confidently, children need to have a secure knowledge of substantive concepts in different contexts.

The Kapow Primary scheme recognises the importance of developing children’s understanding of substantive concepts and consequently this is a strand which runs throughout our history curriculum.

Our progression of skills and knowledge document clearly demonstrates how these substantive concepts are developed throughout the primary curriculum.

Initially, in Key Stage 1 children will begin to develop their understanding of the substantive concepts of power and the achievements of mankind in *How did explorers change the world?; How did we learn to fly? and What is a monarch?*

In Lower Key Stage 2 and Upper Key Stage 2, they deepen their understanding of these concepts and others while learning to identify changes in meaning in different time periods and contexts. For example, the concept of monarchy evolves over time; during the reign of Henry VIII the monarch enjoyed absolute power whereas by the 20th century the power of the monarch was devolved to the Government.

Substantive concepts in Kapow Primary’s History scheme of work:



How does the scheme develop Disciplinary concepts?

An understanding of the key disciplinary concepts which underpin the study of history supports the children in broadening their skills, knowledge and understanding.

Change and continuity

Children identify and explain change and continuity across periods of history, focusing on chronology. They refer to the timeline throughout each unit, looking at sequencing, intervals between events and the duration of each key event

Similarities and differences

Children identify similarities and differences across periods of time. They will explain similarities and differences between social, cultural, religious and ethnic diversity in Britain across time periods and suggest reasons for these.

Cause and consequence

Looking into the reasons for, and results of, historical events and analysing these, children develop an understanding of cause and consequence. Children explain the reasons for and results of historical events, situations and changes.

Historical significance

Considering what makes events and people significant in their historical context and the present day, children compare significant people and events across different time periods and explain the significance of these.

Sources of evidence

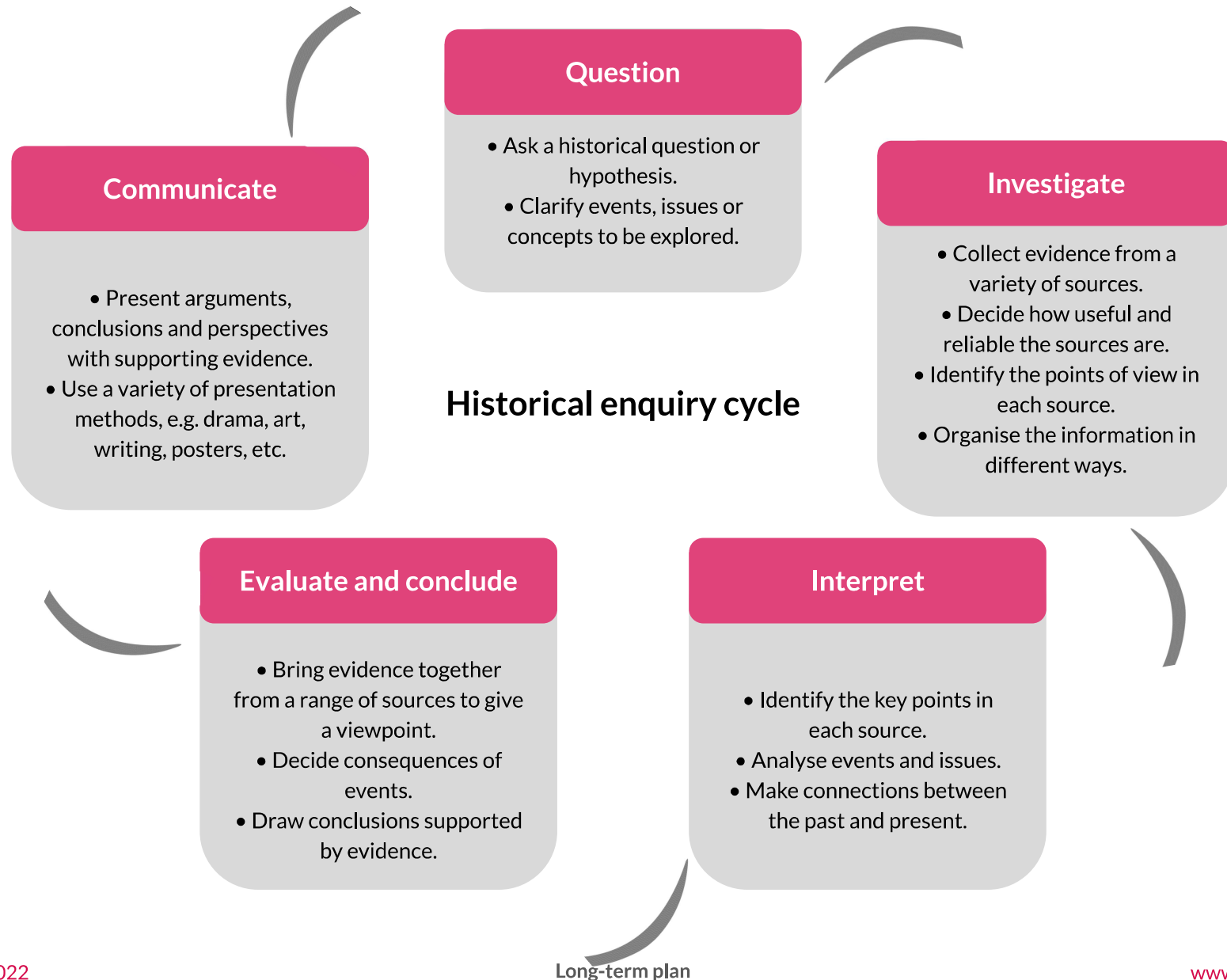
Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use.

Historical interpretations

Children will study how historians interpret the past and why events, people and changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability and quality.

How does the scheme develop Historical enquiry skills?

The Kapow Primary scheme allows children to experience the processes historians use to find out about the past.



Suggested long-term plan: History

Overview (All year groups)

	Autumn	Spring	Summer
EYFS	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 (LKS2)	British history 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	What was important to ancient Egyptians?	How have children's lives changed?
Year 4 (LKS2)	How did the achievements of the ancient Maya impact their society and beyond?	British history 2: Why did the Romans invade and settle in Britain?	British history 3: What changed in Britain after the Anglo-Saxon invasion?
Year 5 (UKS2)	British history 4: Were the Vikings raiders, traders or something else?	British history 5: What was life like in Tudor England?	What is the legacy of the ancient Greek civilisation?
Year 6 (UKS2)	British history 6: What was the impact of World War 2 on the people of Britain?	British history 5: What was life like in Tudor England? (2025/2026 only)	Unheard histories: Who should go on the £10 banknote?

Suggested long-term plan: History

Overview - EYFS

EYFS

Autumn	<u>Peek into the past</u> 6 lessons Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.	Spring	<u>Adventures through time</u> 5 lessons Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.
---------------	--	---------------	---

Suggested long-term plan: History

Overview - Key stage 1

Year 1

Autumn	<u>How am I making history?</u> 8 lessons Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.	Spring	<u>How have toys changed?</u> 7 lessons Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.
Summer	<u>How have explorers changed the world?</u> 7 lessons Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.		

Suggested long-term plan: History

Overview - Key stage 1

Year 2

Autumn	<u>How was school different in the past?</u> 8 lessons Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.	Spring	<u>How did we learn to fly?</u> 7 lessons Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.
Summer	<u>What is a monarch?</u> 7 lessons Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.		

Suggested long-term plan: History

Overview - Lower key stage 2

Year 3
(LKS2)

Autumn	<u>British history 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</u> 8 lessons Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.	Spring	<u>What was important to ancient Egyptians?</u> 7 lessons Discovering what was important to ancient Egyptians; investigate the River Nile, ancient Egyptian gods and goddesses, beliefs about the afterlife and how the pharaohs were buried.
Summer	<u>How have children's lives changed?</u> 8 lessons Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore work in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury in changing the lives of children.		

Suggested long-term plan: History

Overview - Lower key stage 2

Year 4
(LKS2)

Autumn	<u>How did the achievements of the ancient Maya impact their society and beyond?</u> 7 lessons Through the observation and analysis of artefacts, children scrutinise Maya settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.	Spring	<u>British history 2: Why did the Romans invade and settle in Britain?</u> 7 lessons Investigating why the Romans invaded Britain and the reaction of the Celts; learning how the Romans changed life in Britain.
Summer	<u>British history 3: What changed in Britain after the Anglo-Saxon invasion?</u> 7 lessons Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.		

Suggested long-term plan: History

Overview - Upper key stage 2

Year 5
(UKS2)

Autumn	<u>Were the Vikings raiders, traders or something else?</u> 8 lessons Investigating what the Vikings were really like, creating a Viking trade route game, writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings in a 'Viking achievement gallery'. This unit is new to Year 5 for 2024/25. Please see our History: Long-term plan for more information about recent updates to our scheme and how they may affect your school.	Spring	<u>British history 5: What was life like in Tudor England?</u> 7 lessons Discovering the Tudor dynasty; exploring the use of portraits, progresses and punishment; examining how monarchs exercised absolute power; investigating how Tudor inventories indicate the wealth and position of ordinary Tudors.
Summer	<u>What is the legacy of the ancient Greek civilisation?</u> 7 lessons Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the ancient Greeks.		

Suggested long-term plan: History

Overview - Upper key stage 2

Year 6
(UKS2)

Autumn	<u>British history 6: What was the impact of World War 2 on the people of Britain?</u> 7 lessons Investigating the causes and causes of the events leading to World War 2; learning from oral histories about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the usefulness of different sources to answer an enquiry question.	Spring	<u>British history 5: What was life like in Tudor England? (2025/2026 only)</u> 7 lessons Discovering the Tudor dynasty; exploring the use of portraits, progresses and punishment; examining how monarchs exercised absolute power; investigating how Tudor inventories indicate the wealth and position of ordinary Tudors.
Summer	<u>Unheard histories: Who should go on the £10 banknote?</u> 8 lessons Investigating why historical figures are on banknotes and learning about the criteria for historical significance.		