

History

Long-term plan

Standard

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

This document is regularly updated to reflect changes in our content and the most recent version can always be found [here](#).

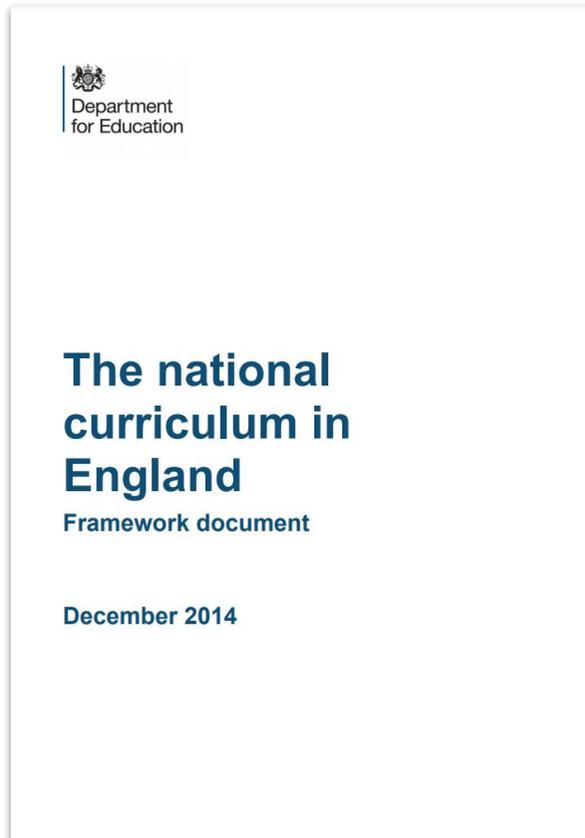
This version was created on 25.08.22



Kapow
Primary™

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](#)



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The image is a screenshot of the GOV.UK website page for the Ofsted Research review series: history. The page has a black header with the GOV.UK logo and navigation menus for 'Topics' and 'Government activity'. A breadcrumb trail reads: Home > Education, training and skills > Inspections and performance of education providers > Research review series: history. The Ofsted logo is featured, with the tagline 'raising standards improving lives'. A large blue banner contains the text 'Research and analysis' and 'Research review series: history' in white, with 'Published 14 July 2021' below it. On the left, a 'Contents' list includes 'Introduction', 'National context', 'Curriculum', 'Context: teachers as curriculum makers', and 'Securing pupils' progression in history through effective'. The 'Introduction' section is highlighted, with the text: 'The study of history can bring pupils into a rich dialogue with the past and with the traditions of historical enquiry. The past and changing accounts of the past have shaped the identities of diverse people, groups and nations. Through history, pupils come to understand their place in the world, and in the long story of human development. The study of history challenges pupils to make sense of the striking similarities and vast differences in human experiences across time and place.'

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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:

- ★ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ★ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ★ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ★ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ★ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- ★ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

From these aims, we have identified four strands which run throughout our scheme of work:

Chronological awareness

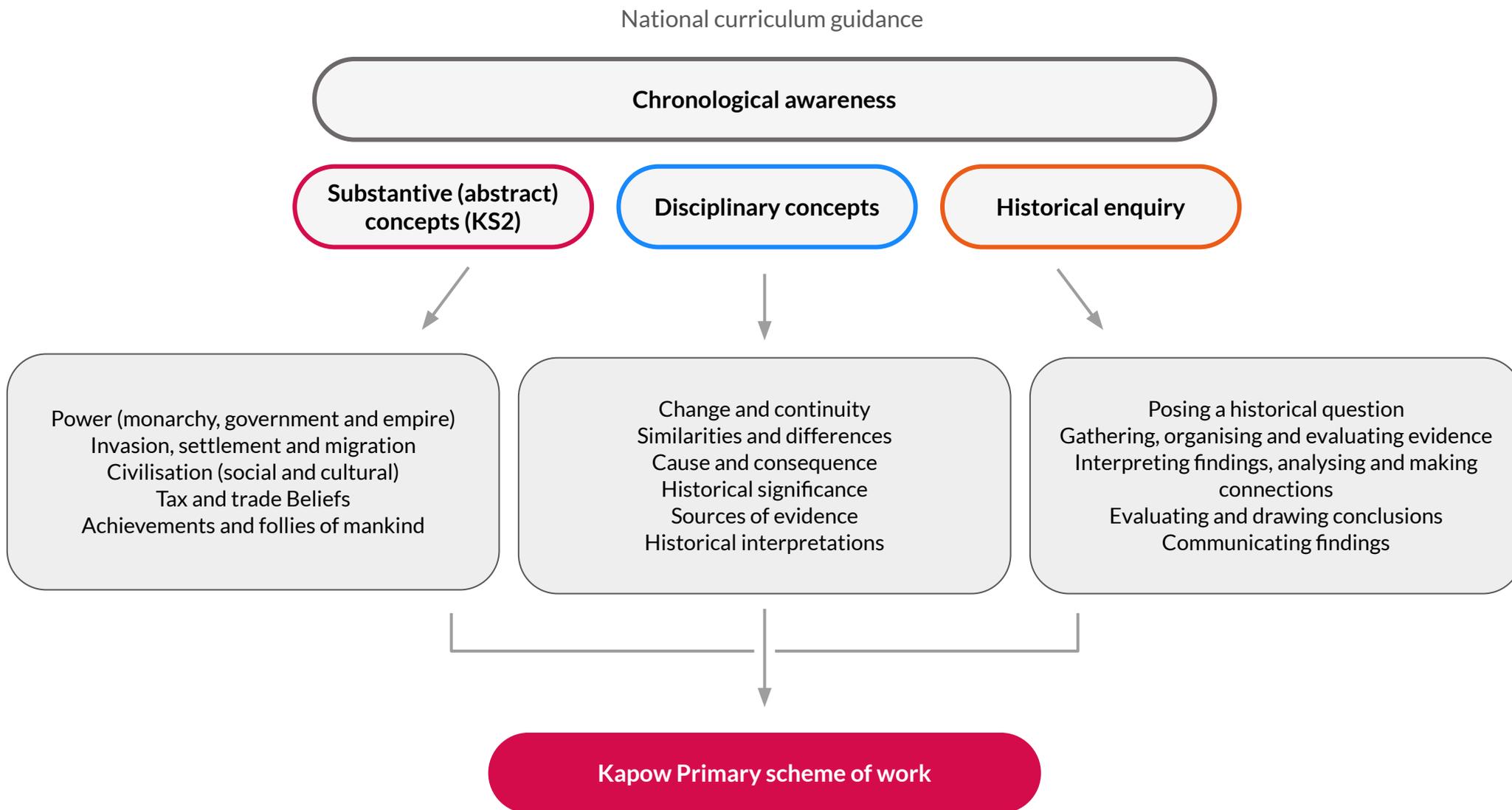
Disciplinary concepts

Historical enquiry

**Substantive (abstract) concepts
(KS2 only)**

Our [National curriculum mapping](#) 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?



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.

The six units in Lower key stage 2 can be rearranged, however, the **British history** units should be taught in order to help build chronological understanding and all units should all be taught within Years 3 and 4.

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 all 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.

Different types of knowledge in **History** learning

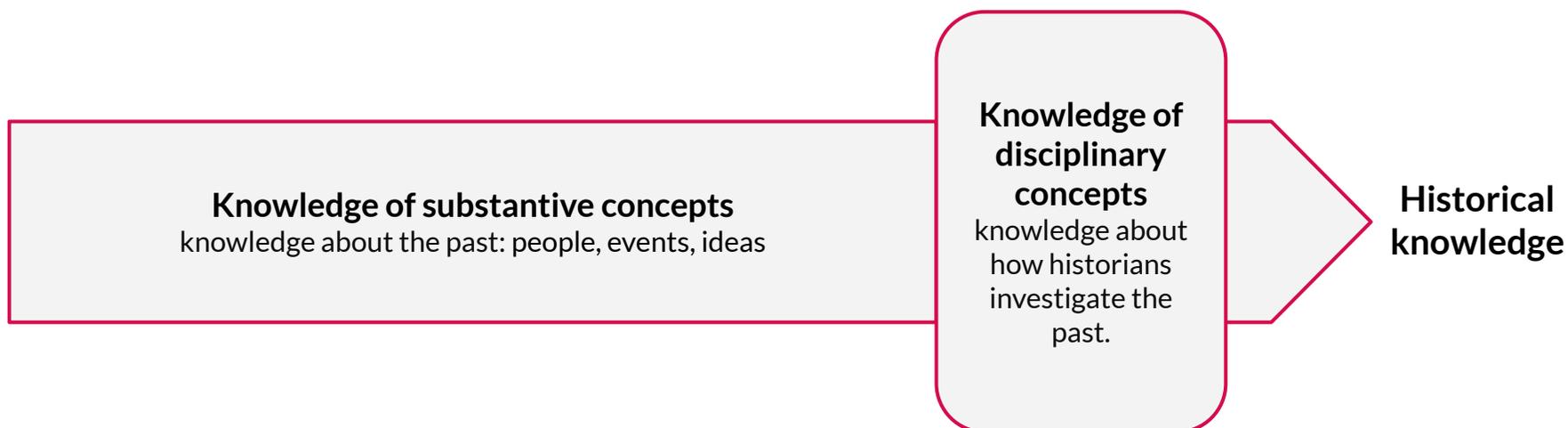
Substantive concepts

This refers to the content within history learning, the knowledge of the past: people, events, ideas and so on. This is regularly taught within primary school history with children learning about the key events and people of a variety of historical periods.

Disciplinary concepts

This refers to a knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.

This diagram below shows the complex interplay between understanding substantive concepts and disciplinary concepts 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 concepts using the disciplinary knowledge and methods that historians use to find out about the past.



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 KS2 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 develop some understanding of the substantive concepts through other areas of learning and their own experiences. In Lower Key Stage 2 and Upper Key Stage 2, they deepen their understanding and learn 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:

Evolve
Trade
Civilisation
Migration
Devolve
Government
Invasion and settlement
Empire
Monarchy
Social
Beliefs
Power
Invasion
Cultural

How will 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

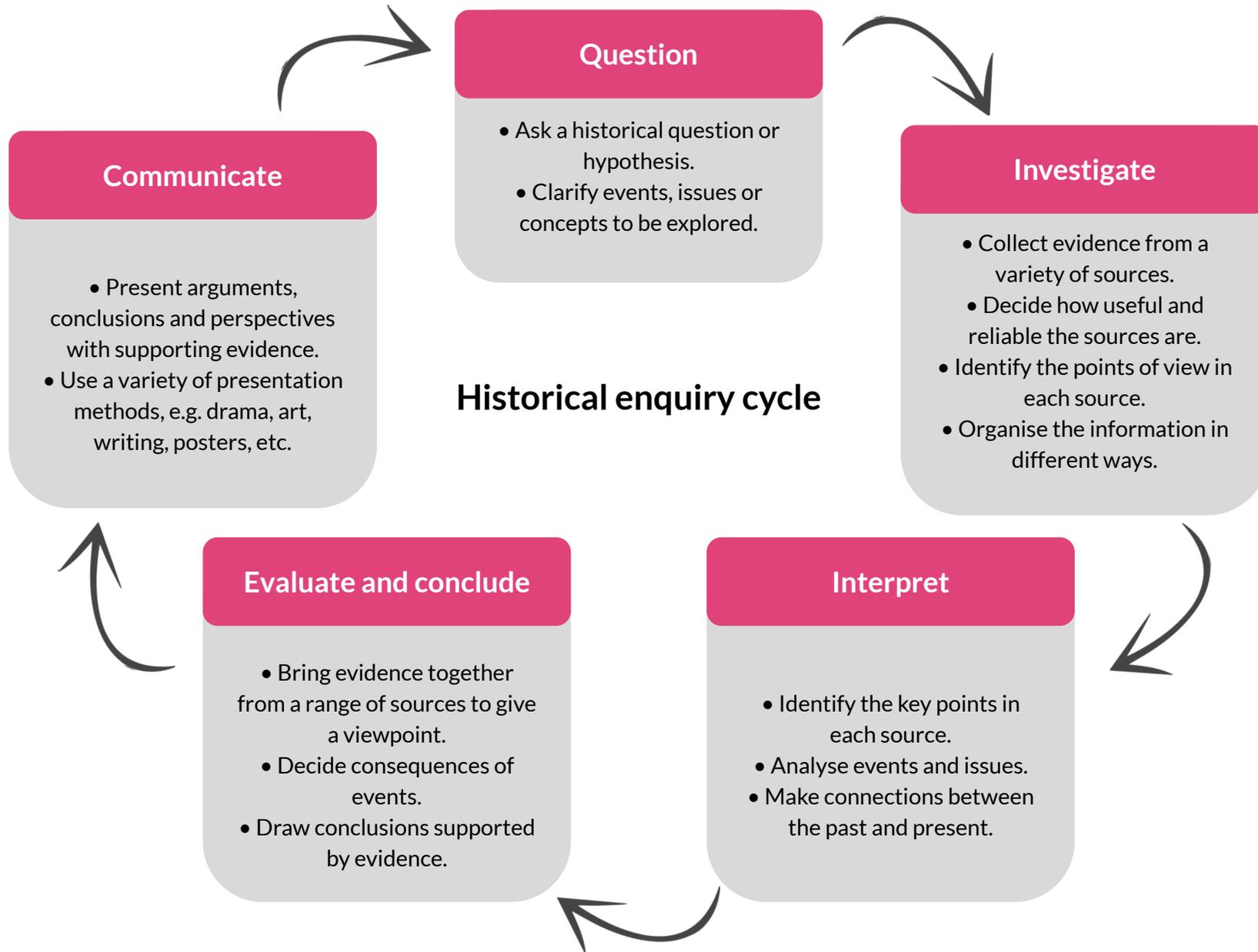
Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use.

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 will the scheme develop Historical enquiry skills?

The Kapow Primary scheme is enquiry-based allowing children to experience the processes historians use to find out about the past.



Long-term plan

Other useful documentation:

There are a number of key documents that can support you in planning and delivery of the Kapow Primary **History** scheme. Visit the [Subject planning page](#) for more.

- ✓ [National curriculum mapping document](#)
 - Shows which of the National curriculum attainment targets are covered by each unit.
- ✓ [Progression of skills and knowledge document:](#)
 - Shows how understanding and application of key concepts and skills builds year on year.
- ✓ [Knowledge organisers - one per unit:](#)
 - One page overview of the key knowledge and vocabulary from a unit to support pupils' learning.
- ✓ [Equipment list - coming soon!](#)
 - Lists the equipment needed for each unit of lessons, to help you prepare ahead of time.
- ✓ [Intent, Implementation, Impact statement](#)

	Autumn	Spring	Summer
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 mankind learn to fly?	What were holidays like in the past?
Year 3 (LKS2)	British history 1: Would you prefer to live in the Stone Age, Iron Age or the Bronze Age?	British history 2: Why did the Romans settle in Britain?	How different were the beliefs in Ancient Egypt?
Year 4 (LKS2)	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	British history 4: Were the Vikings raiders or peace-loving settlers?
Year 5 (UKS2)	British history 5: What was life like in Tudor England?	What did the Greeks ever do for us?	Migration
Year 6 (UKS2)	What does the Census tell us about our local area?	Why did the Mayan civilisation decline so quickly?	British history 6: What was the impact of World War II on the people of Britain?

*The six Lower key stage 2 units can be rearranged in order to suit your school, as can the six Upper key stage 2 units, but the British history units should be taught in order.

	Year 1	Year 2
Autumn	<p>How am I making history? (6 lessons)</p> <p>Looking at personal chronology and finding out about the past within living memory. Investigating chronology by examining photographs and asking questions. Beginning to look at a simple timeline extending back to before they were born.</p>	<p>How was school different in the past? (6 lessons)</p> <p>Finding out that schools have been in the locality for a long time but they have not always been the same. Looking for similarities and differences and using a range of sources recognising some continuity between their lives and the past.</p>
Spring	<p>How have toys changed? (6 lessons)</p> <p>Using objects to discuss and sort toys and sequence into a physical timeline. Investigating artefacts from the past and beginning to pose questions. Finding out how teddy bears have changed and 'interviewing' an old teddy bear. Investigating what toys may be like in the future using what they have learnt.</p>	<p>How did mankind learn to fly? (6 lessons)</p> <p>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. Identifying similarities and differences between individuals who contributed to the history of flight.</p>
Summer	<p>How have explorers changed the world? (6 lessons)</p> <p>Finding out about events and people beyond living memory, particularly thinking about explorers and what makes them significant. Creating a timeline and investigating where they explored then comparing explorers. Discussing ways in which these significant people could be remembered.</p>	<p>What were holidays like in the past? (6 lessons)</p> <p>Building on their chronological understanding, with a focus on the Victorian era and comparing this to the familiarity of holidays today. Using a range of historical sources to investigate holidays in the Victorian period. Comparing these with holidays in the 1950s and now then posing their own questions to investigate.</p>

	Year 3	Year 4
Autumn	<p>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? (6 lessons)</p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p>	<p>How have children's lives changed?</p> <p>Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.</p>
Spring	<p>British history 2: Why did the Romans settle in Britain? (6 lessons)</p> <p>Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.</p>	<p>British history 3: How hard was it to invade and settle in Britain? (6 lessons)</p> <p>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how christianity spread. By comparing the Anglo-Saxons to the Romans, they make links and connections, identifying similarities and differences between these civilisations before assessing the contribution of the Anglo-Saxons to life in modern Britain.</p>
Summer	<p>How different were the beliefs in Ancient Egypt? (6 lessons)</p> <p>Developing awareness of how historians learn about the past using mummies, tombs and pyramids, children learn the place of the Ancient Egyptians in time. Learning about who the Ancient Egyptians are and the importance of religion in the life of Egyptians and how this led to Pyramids, tombs and mummies. Investigating the tomb of Tutankhamun, they learn about the importance of Egyptian Pharaohs.</p>	<p>British history 4: Were the Vikings raiders or peace-loving settlers? (6 lessons)</p> <p>Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources, they investigate whether the Vikings were raiders or settlers using historical enquiry techniques.</p>

*The six Lower key stage 2 units can be rearranged in order to suit your school but the British history units should be taught in order.

	Year 5	Year 6
Autumn	<p>British history 5: What was life like in Tudor England? (7 lessons)</p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.</p>	<p>What does the census tell us about our local area? (6 lessons)</p> <p>Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, factory and school records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.</p>
Spring	<p>What did the Greeks ever do for us? (6 lessons)</p> <p>Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the Ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p>	<p>Why did the Maya civilisation decline so quickly? (6 lessons)</p> <p>Extending their knowledge of civilisations, children will compare and contrast the Maya to Britons. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Learning about the achievements of the Maya, they make contrasts to the experience of the people of Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.</p>
Summer	<p>Migration (6 lessons)</p> <p>Learning about the different reasons for migrating to Britain, children investigate the different groups of people moving to Britain including the Irish migrants, religious migrants and migrations after WWII. Looking at evidence, they investigate the different experiences of migrants .</p>	<p>British history 6: What was the impact of World War II on the people of Britain? (6 lessons)</p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II.</p>

*The six Upper key stage 2 units can be rearranged in order to suit your school but the British history units should be taught in order.

This page shows any recent updates to this document.

Date	Update
25.08.22	Updated guidance around the order that the units can be taught on p.5, p.13 and p.14