

History

Long-term plan

Mixed-age

Our mixed-age Long-term plan covering the KS1 and KS2 National Curriculum objectives in three units a year for Y1/2, Y3/4 and Y5/6 classes.

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 02.12.24

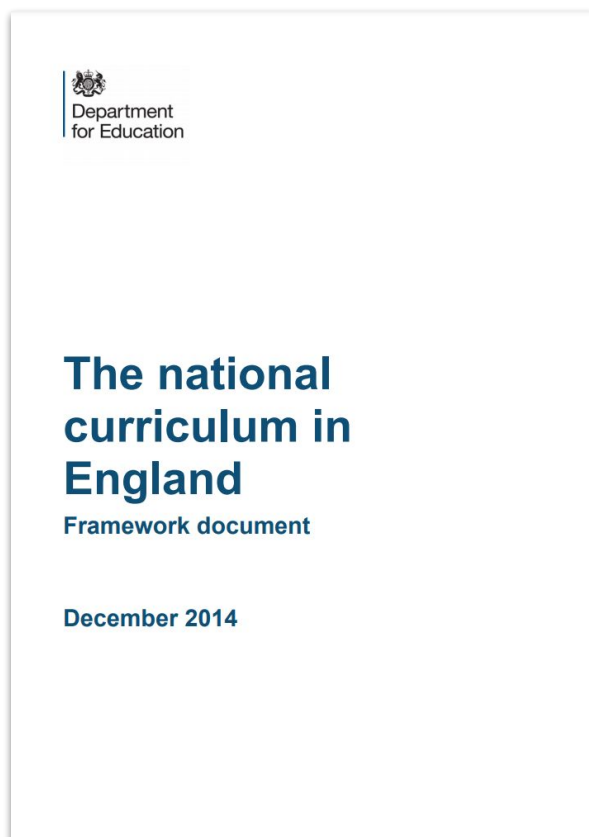


Kapow
Primary™

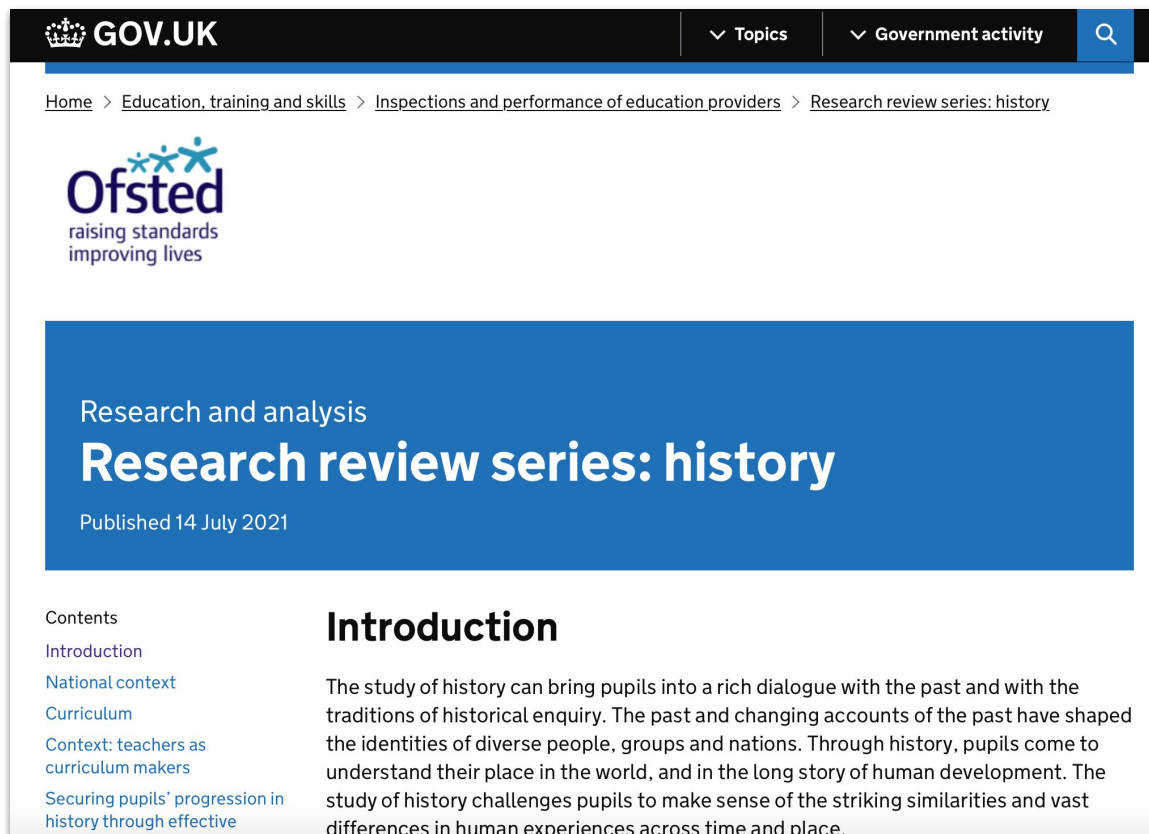
How does Kapow Primary help our school to meet the statutory guidance for **History**?

Our scheme of work fulfils the statutory requirements of the **National curriculum (2014)**.

The National curriculum for History aims to ensure that all pupils:



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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
- ★ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ★ 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.
- ★ 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

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

Topic knowledge

Chronological awareness

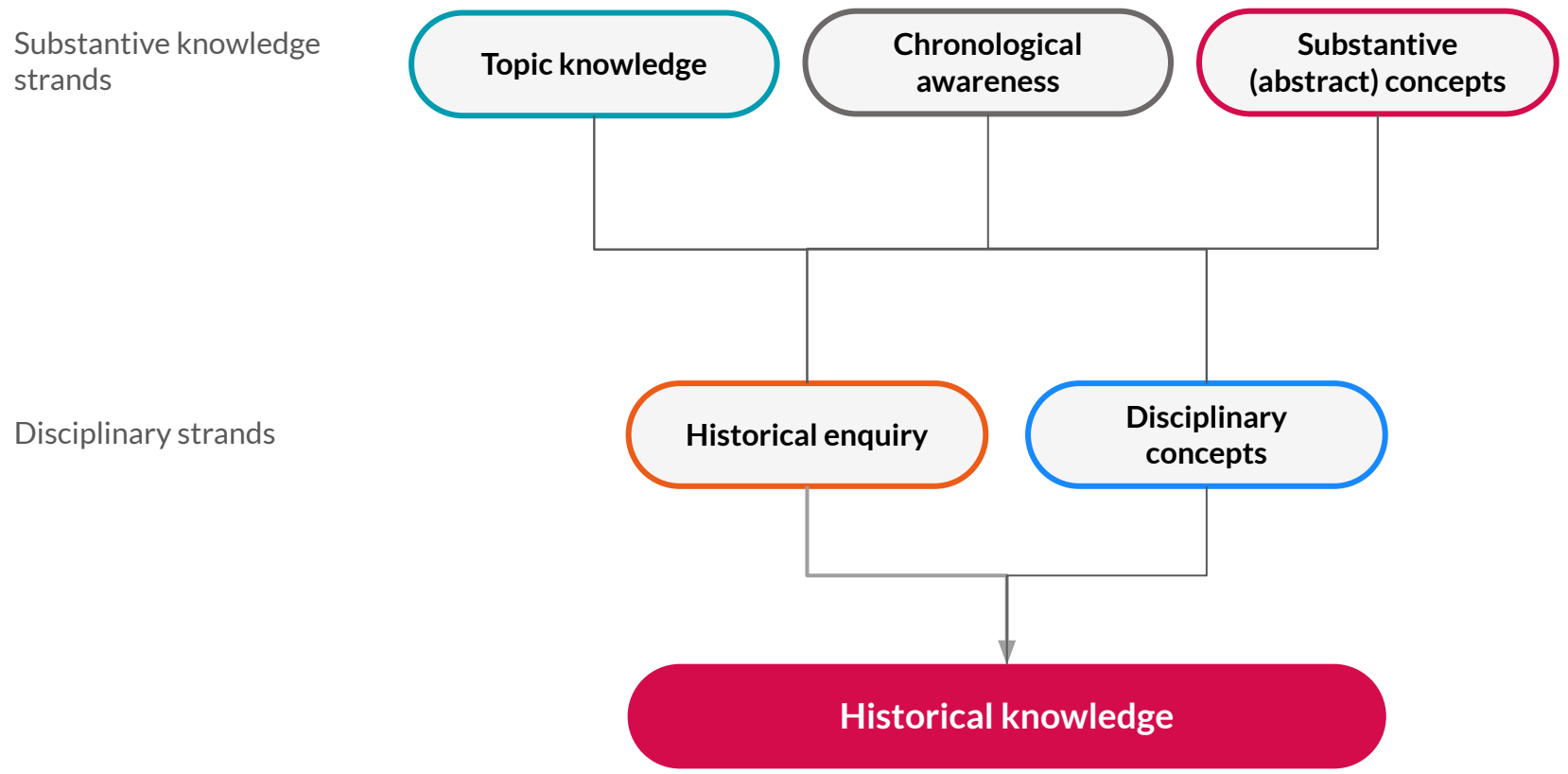
Substantive (abstract) concepts

Disciplinary concepts

Historical enquiry

Our [National curriculum coverage](#) document shows which of Kapow Primary's mixed-age 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

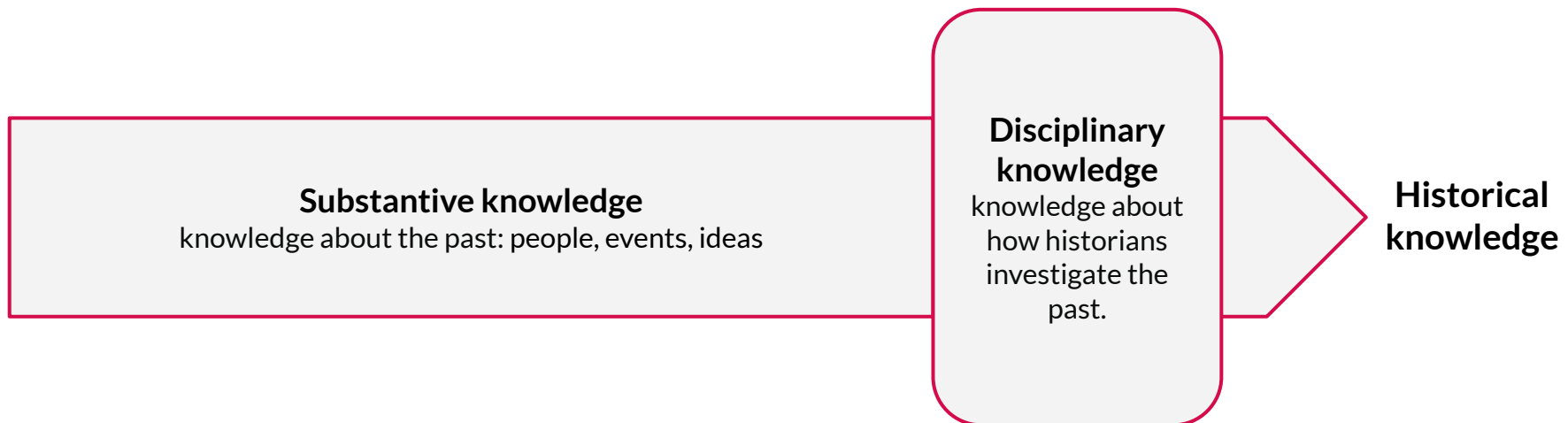
Substantive knowledge

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 knowledge

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 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 '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 1/2 should be taught in the correct year group and in the given sequence.

Some of 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 therefore must stay in the same cycle as each other and in order.

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. This means that the British history units 4-6 will need to be taught in the same cycle.

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 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 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

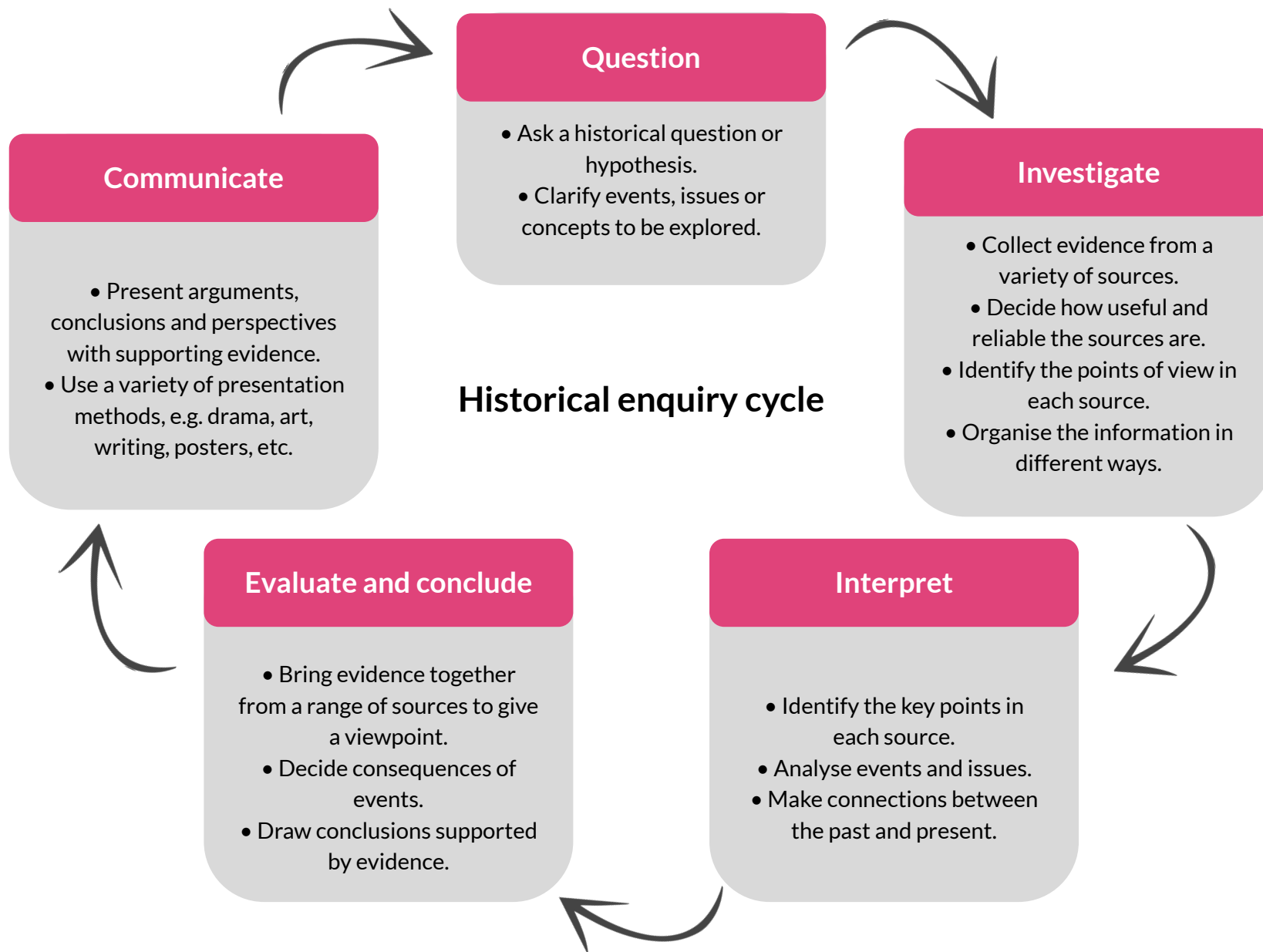
Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use.

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 allows children to experience the processes historians use to find out about the past.



Assessment in History

Formative assessment

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. These assessments can then be recorded on our History: Assessment spreadsheet which supports the teacher in identifying gaps in learning amongst the class or for individual pupils.

Summative assessment

The disciplinary strands are assessed using a [Skills catcher](#) at the end of each unit. This requires children to draw upon their disciplinary knowledge in order to respond to an outcome task, such as the one shown here.

Each [disciplinary concept](#) is assessed at least once by the end of Key stage 1 and once by the end of Key stage 2 using historical enquiry skills. Skills catchers provide teachers with a record of summative assessment as evidence of progression from Key stage 1 to Key stage 2. It is suggested that teachers keep the Skills catchers as children move through Primary school so that History coordinators will have a record of children's learning.

Substantive concepts and topic knowledge begin being assessed using an end of unit quiz in Year 1/2 Summer terms and continue to be assessed throughout Key stage 2 units. These units also have formal written assessments available to assess substantive concepts.

Year 5 - What was life like in Tudor England?

Extract from an original Tudor inventory:

Item	s (shillings)	d (pence)
A featherbed, a mattress, a bolster, a pillow and a pair of blankets	26	8
Two bedspreads and a bed hanging	13	4
Hangings about the bed	4	0
A cupboard and a wooden chest	6	8
Two cupboards, a bench and a chair	6	8
One small bowl, three saucers, a dish for salt, a painted pot and a silver-plated dish	2	0
A skillet and a candlestick	0	20
Three gowns and a cloak	10	0
Three coats, three jackets, one doublet, three pairs of stockings and three pairs of shoes	26	8
One cap, three hats, three night caps and a satin cloak	10	0
Six shirts, two kerchiefs, three napkins and five pillowcases	13	4
A purse, a girdle, a pair of knives and a sword	2	0
A silver spoon	2	4
A pair of bales	0	8
Bundles of wood	6	8
10 strikes of malt	13	4
A quarter of wheat and a quarter of barley	20	0
Sum of money	9	4

1 What deductions can you make about the person? Give supporting evidence from the inventory.

History in EYFS: Reception

Our History Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Understanding the world' statements and also fully integrated with the Kapow Primary Key stage 1 and 2 curriculum for History, offering a unified approach to teaching History in EYFS.

Clear progression between EYFS and Key stage 1 content can be seen by looking at our [Progression of knowledge and skills](#) document, where component knowledge and skills are outlined across our strands **Substantive (abstract) concepts**, **Disciplinary knowledge**, **Historical enquiry** from EYFS (Reception) through to Year 6.

Our History EYFS (Reception) 'units' are not designed to be taught in a set order. Instead, they feature flexible, small-step activities, allowing teachers to personalise lessons to include local history or to fit in with their chosen themes or topics. The activities have been designed for continuous provision. An adult will need to explain the outcome of the station at the beginning of the week, but after this, independent learning should be encouraged. Each unit has explanatory videos to assist teachers in their planning and implementation. These videos provide insight into how the activities can support skills and knowledge development, which will lay the foundations for pupils' history learning in Key stages 1 and 2.

The activities are designed to foster a curiosity about history, prompting children to start asking questions about the past while referring to their own experiences. Children begin to develop a basic understanding that when we refer to the 'past,' we are referring to events that have already happened and become familiar with some of the vocabulary we use to talk about the past (e.g. last year, last week, yesterday).



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 coverage document – mixed-age](#)
 - Shows which of the National curriculum attainment targets are covered by each unit.
- ✓ [Progression of skills and knowledge document – mixed-age](#)
 - 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](#)
 - Lists the equipment needed for each unit of lessons, to help you prepare ahead of time.
- ✓ [Intent, Implementation, Impact statement](#)

Suggested long-term plan: History- Outline (Mixed-age cycle)

	Autumn	Spring	Summer
EYFS (Reception)	Our new EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development matters statements, while also laying the foundations for pupils' further history learning. See here for more information on History in EYFS: reception		

<i>Cycle A</i>				<i>Cycle B</i>		
Year 1/2	Year 3/4	Year 5/6		Year 1/2	Year 3/4	Year 5/6
How am I making history?	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British history 4: Were the Vikings raiders, traders or something else?	Autumn	What is history?	How have children's lives changed?	What can the census tell us about local areas?
How have toys changed?	British history 2: Why did the Romans settle in Britain?	British history 5: What was life like in Tudor England?	Spring	How was school different in the past?	What did the ancient Egyptians believe?	What did the Greeks ever do for us?
How did we learn to fly?	British history 3: How hard was it to invade and settle in Britain?	British history 6: What was the impact of World War II on the people of Britain?	Summer	What is a monarch?	How did the achievements of the Ancient Maya impact their society and beyond?	Unheard histories: Who should go on the banknote? OR The Sikh Empire

Version history

Date	Update
14.07.23	Links added to reflect units now on the website. Year 3/4 Summer term unit is under consideration and will be confirmed shortly.
06.09.23	Added a page to explain History in EYFS: Reception (p.11). Updates to assessment page (p.10). EYFS information added to History - outline (p. 13).
11.10.23	Added link to newly published Sikh Empire unit (p.13).
15.12.23	Updated suggested Long-term plan to show the Summer term unit for Year 3/4: How did the achievements of the Ancient Maya impact their society and beyond (p.13).
29.03.24	Updated with link to new Y3/4 mixed-age unit: How did the achievements of the Ancient Maya impact their society and beyond (p.13).
10.07.24	Added information about oracy in History (p. 6).
04.09.24	Updated link to Skills catcher (p.11).
02.12.24	Updates to British History 2, 3 and 5 in line with refreshed content.