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 15.04.25.
*Please note that this version of the long-term plan is updated for the 2024/25 academic year- see details about the changes here.

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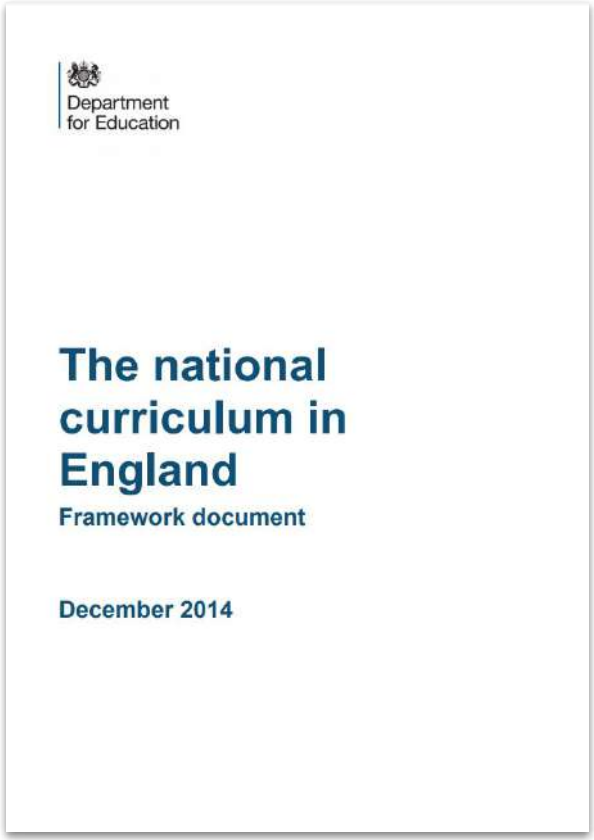
How does Kapow Primary help our school to meet the statutory guidance for History?

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]


Department for Education

The national curriculum in England

Framework document

December 2014

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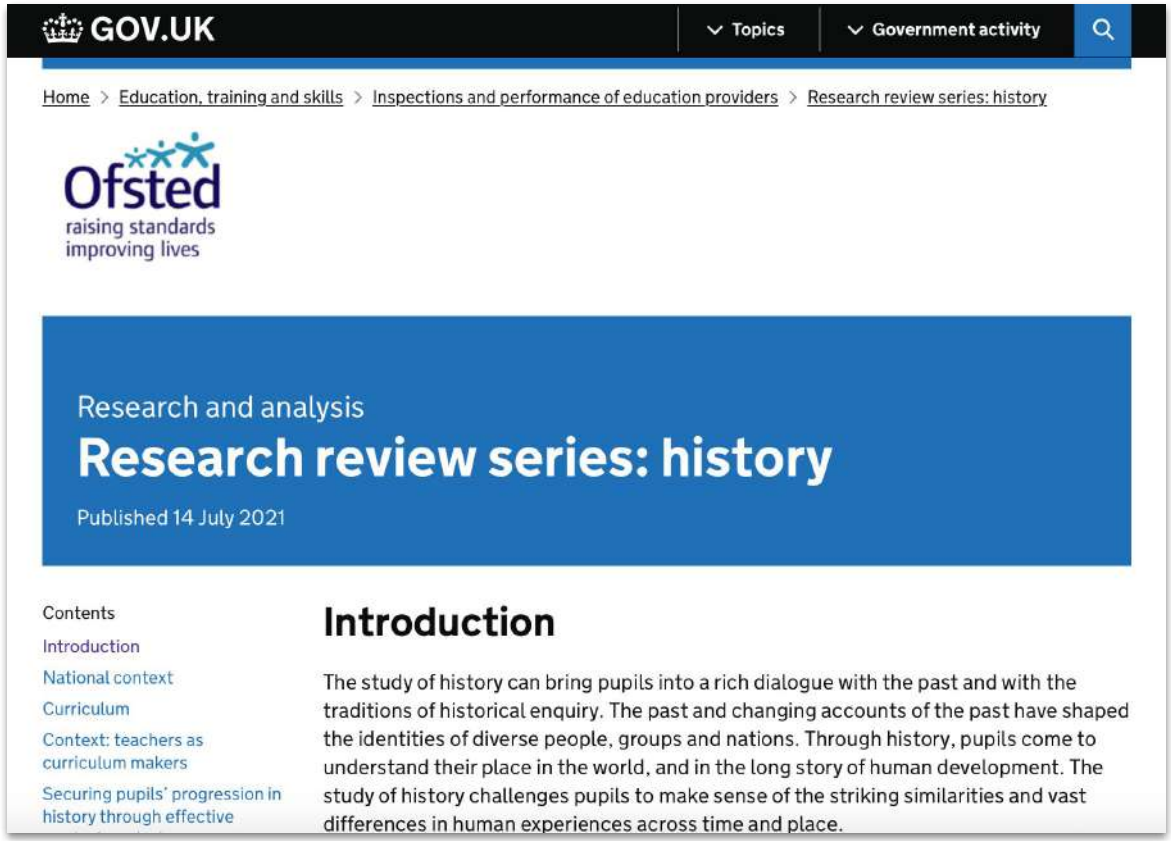
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Research and analysis

Research review series: history

Published 14 July 2021

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Securing pupils' progression in history through effective

Introduction

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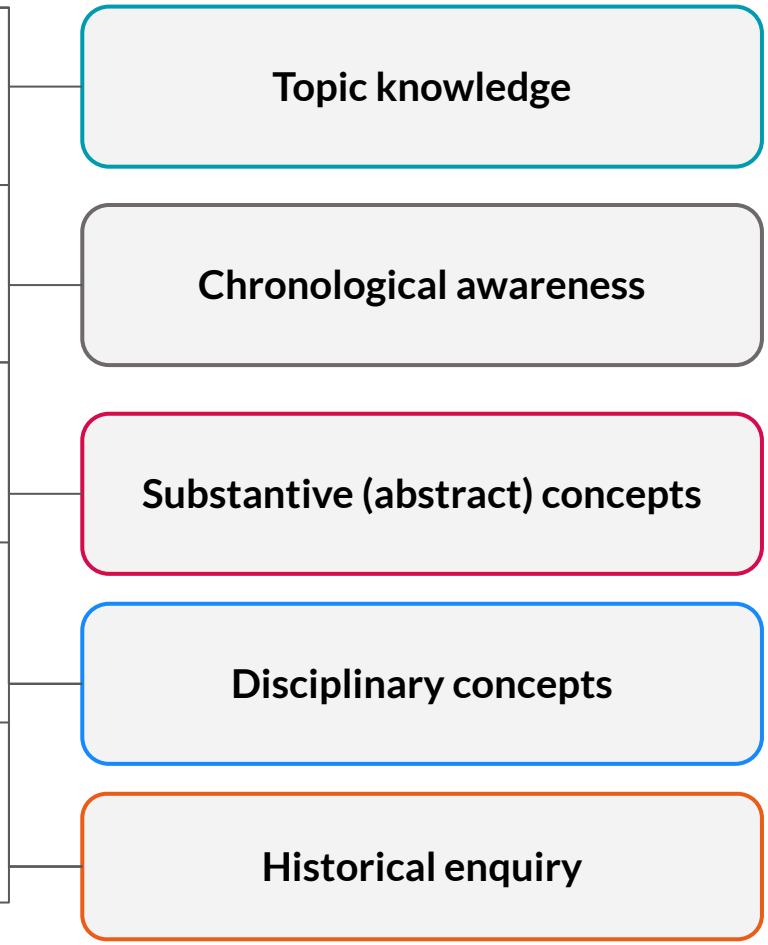
How does Kapow Primary's scheme for History align with the National curriculum?

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
- ★ 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

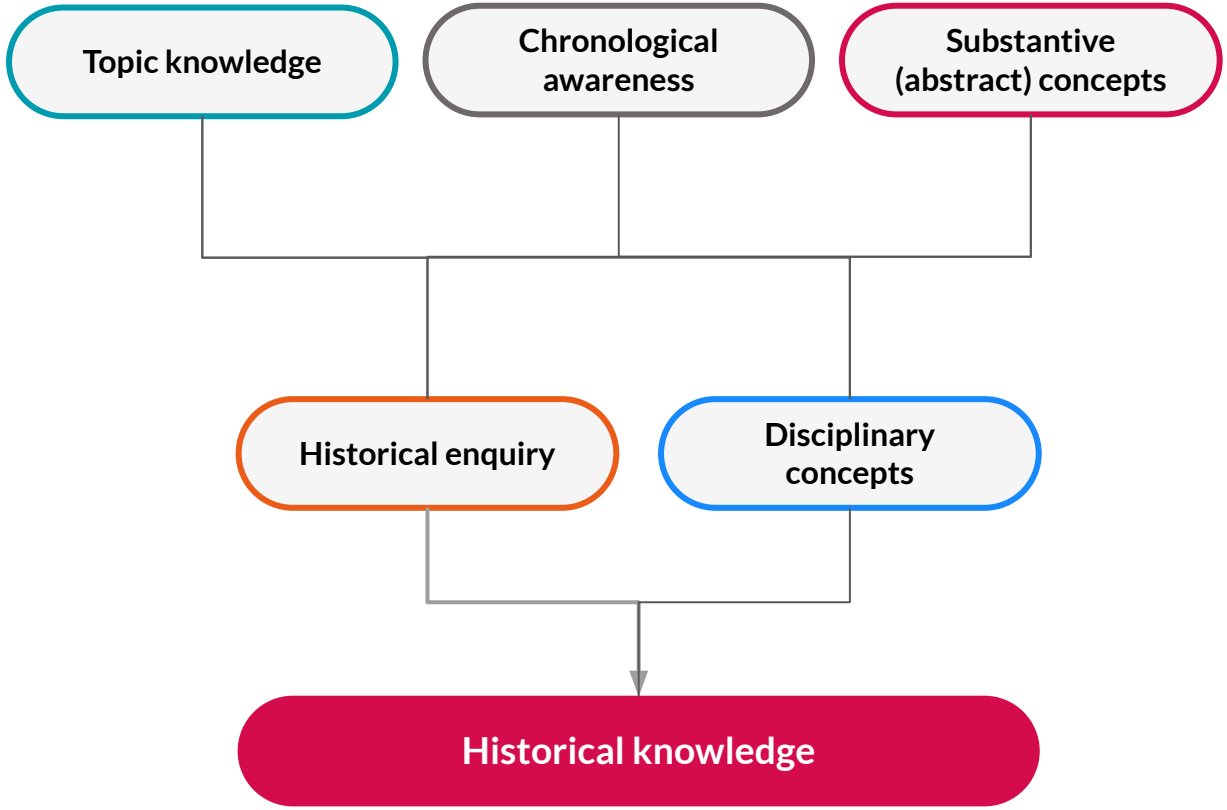


Our National curriculum coverage document shows which of Kapow Primary's units cover each of the National curriculum Attainment targets and aims. National curriculum links are also on each individual lesson plan, along with cross-curricular links to other subjects.

How is the History scheme of work organised?

Substantive knowledge strands

Disciplinary strands

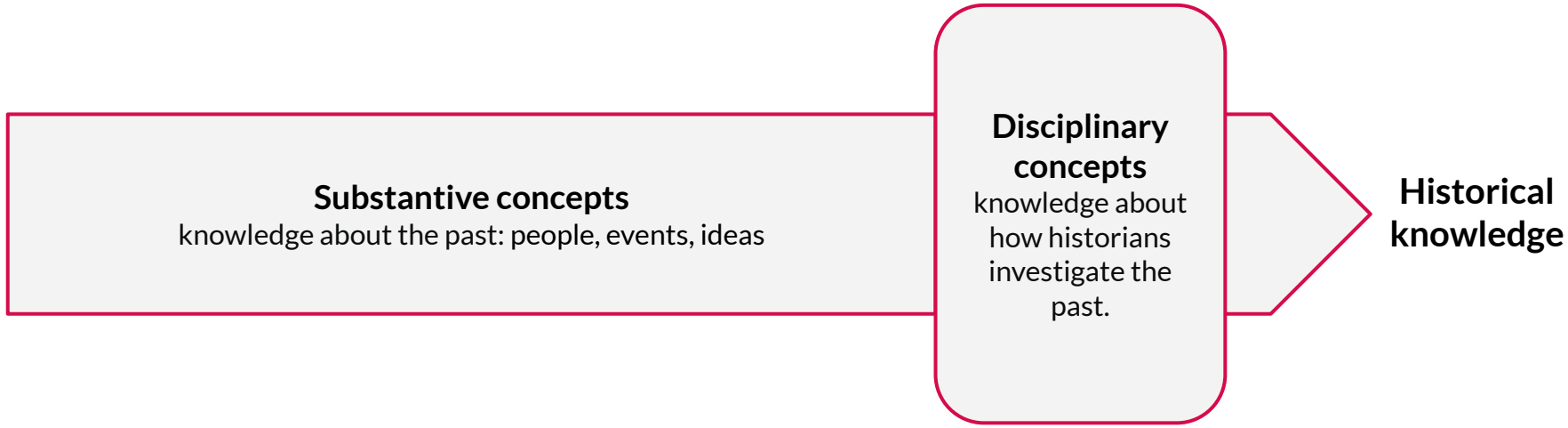


The scheme of work is organised to reflect the fact that 'knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.' (Ofsted research review series: History, 2021) - see Different types of knowledge in History learning.

Different types of knowledge in History learning

Substantive knowledge	Disciplinary 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.	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.



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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.

Why are the units sequenced this way?

As already stated, there is some flexibility in the order the History units can be taught, particularly in Lower key stage 2 and Upper key stage 2 where similar skills and knowledge are covered in different historical contexts. The order of units on this long-term plan is our suggested order for teaching the units, if possible, and we provide the justification for this sequencing below.

EYFS and Key Stage 1

In Key stage 1, we have sequenced the learning to specifically develop pupils' conceptual understanding of the 'past' by first making it relevant to their own lives, then by looking at how life has changed over time in familiar contexts and finally by studying contexts which are likely to be new to them.

EYFS (Reception)
These activities have been designed so that you can use them at any point throughout the year to tie-in with your current theme/topic. The activities help the children to reflect on memories and experiences from their own past and extend only to situations that will still be very familiar to their everyday lives.

Year 1
The 'How am I making history?' unit supports pupils to develop an understanding of chronology by looking at their own lives and beginning to build an awareness that timelines extend back before they were born. The second unit, 'How have toys changed?' extends this understanding of chronology further into the past (and future) using an object- the teddy bear- which will be familiar to all children to help them develop their concept of time. With a more secure grasp of this concept, pupils are able to look at a context that will be less familiar to them in our 'How have explorers changed the world?' unit, which will help them to begin developing an understanding of how the people and events of the past have shaped the world we live in today.

Year 2
'How was school different in the past?, the first unit in Year 2 gives pupils the chance to look at history through the familiar school context. The second and third units move onto less familiar contexts again, and in doing so, pupils begin to understand historical significance when considering how people and events of the past have impacted society as a whole.

Key stage 2

The National curriculum states that pupils should 'know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day', and so our British History units across Key stage 2 are sequenced chronologically to allow pupils to understand this narrative. For world history, The Historical Association states that 'You don't have to teach topics in chronological order but need to relate the topics you teach to their chronological context', and our Kapow Primary timeline allows the teacher to place all units in their chronological context, and in relation to pupils' prior learning in History.

Year 3
We chose to place 'What was important to ancient Egyptians?' at the end of Year 3 as we felt that pupils needed sufficient understanding of the history of the UK before they could compare and make connections with other ancient civilisations.

Year 4
The British History unit comes after 'How have children's lives changed?' in Year 4 because this unit looks at more abstract substantive concepts, such as power, invasion and settlement which are often challenging for children to understand. Finally, children develop a chronological understanding of significant events happening at the same time in other parts of the world by learning about the Maya civilisation.

Year 5
The British History units 'Were the Vikings raiders, traders or something else?' and 'What was life like in Tudor England?' are taught first, allowing an opportunity to revisit and build on the children's understanding of the chronology of British history from Year 4. They then move on to comparing Britain to ancient Greece.

Year 6
We have placed the local history unit 'What can the census tell us about local areas?' and 'What was the impact of World War 2 on the people of Britain?' next to each other so the children can compare local and national issues. 'Unheard histories' and 'What was a Sikh Empire?' are transition units preparing children for studying history at Key Stage 3, and so either can be taught as the final unit.

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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:

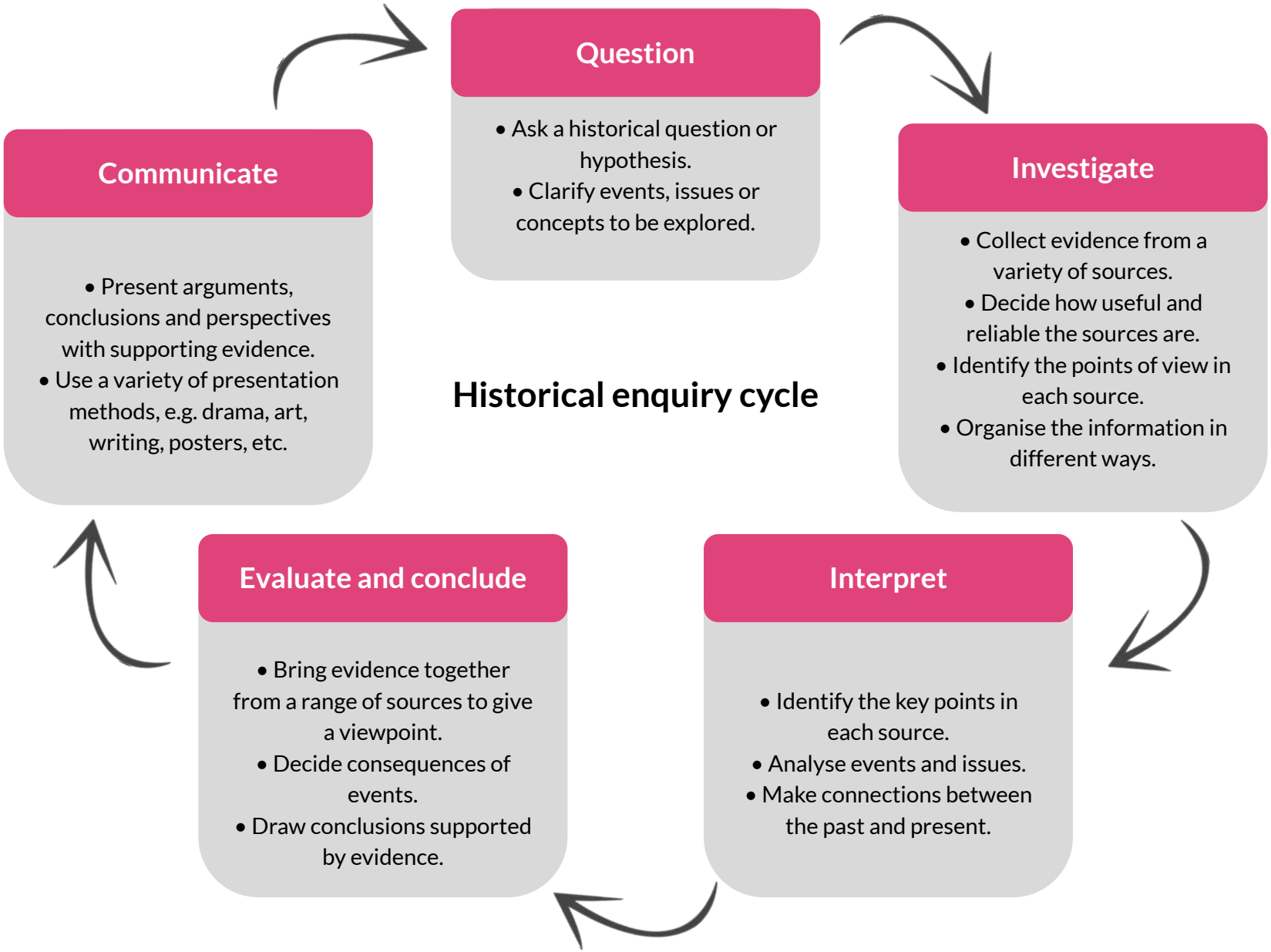
How does the scheme develop Disciplinary concepts?

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	Similarities and differences	Cause and consequence	Historical significance	Sources of evidence	Historical interpretations
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	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.	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.	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.	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.	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.



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Assessment in History

Formative assessment

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.

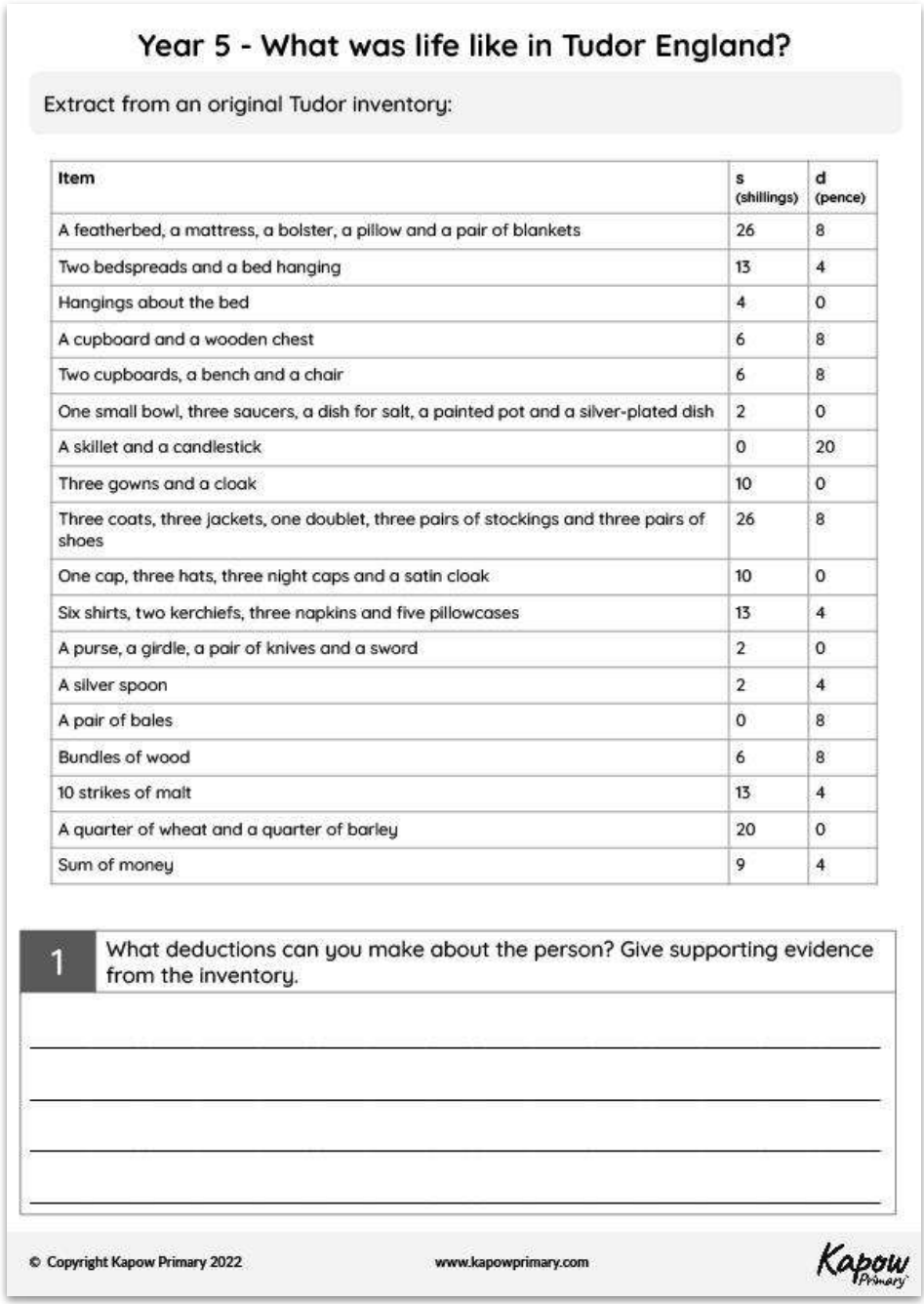
Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are **secure** in their learning or working at a **greater depth** in each lesson. These assessments can then be recorded on our History: Assessment spreadsheet which supports the 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 2 Spring term 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 mapping document
- Shows which of the National curriculum attainment targets are covered by each unit. Due to be updated with the Long-term plan changes in the Summer holidays.

✓ Progression of skills and knowledge document:
- Shows how understanding and application of key concepts and skills builds year on year. Due to be updated with the Long-term plan changes in the Summer holidays.

✓ 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: Subject- History (Key stage 1 and 2)

	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		
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, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	What was important to ancient Egyptians?
Year 4 (LKS2)	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	*New to Year 4: How did the achievements of the Maya civilisation influence their society and beyond?
Year 5 (UKS2)	*New to Year 5: 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)	What can the census tell us about local areas?	British history 6: What was the impact of World War 2 on the people of Britain?	**Transition unit** Unheard histories: Who should go on the banknote? **or** What was the Sikh Empire?

*Please note: We have made changes to our long-term plan for the academic year 2024/25.
If you were following our long-term plan before this date, please see here for how the changes will affect you.

	Reception (EYFS)	
Unit 1	**Peek into the past** Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past. Children will look for similarities and differences between photos, images and objects from the past and present day.	**Activity 1: Can you guess who?** Studying their peers' baby photographs allows pupils to see that they have all changed over time and to use language about the past when describing these changes. **Activity 2: Past and present** Making simple observations, pupils decide whether photographs depict the past or not. **Activity 3: My life timeline** Creating a timeline, children develop an understanding of personal chronology. **Activity 4: Toy box** Observing a range of toys, children begin to recognise similarities and differences between the past and present. **Activity 5: Spot the difference** Comparing pictures from past and present, pupils identify some similarities and differences.
Unit 2	**Adventures through time** Children to compare and contrast characters from various stories set in the past, including historical figures. Children will identify similarities and differences between characters, enhancing their understanding of the past.	**Activity 1: Family tree** Positioning images of children, parents and grandparents on a family tree to show who is older and younger. **Activity 2: My achievement** Recognising some interests and achievements from their own lives and the lives of their families and friends. **Activity 3: Wearing the crown** Recognising that kings and queens are usually important, powerful people who rule over others. **Activity 4: Picture detective** Using photographs and stories to compare the past with the present day. **Activity 5: Transport through time** Using photographs and stories to compare modes of transport from the past with the present day.

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Suggested long-term plan: History- Outline (Key stage 1)

	Year 1	Year 2
Autumn	How am I making history? **(6 lessons)** Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.	How was school different in the past? **(6 lessons)** Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.
Spring	How have toys changed? **(6 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.	How did we learn to fly? **(6 lessons)** Developing their knowledge of events beyond living memory, 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	How have explorers changed the world? **(6 lessons)** Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.	What is a monarch? **(6 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.

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	Year 3	Year 4
Autumn	British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age? **(6 lessons)** Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's past. They use archaeological evidence to learn about the changes from the Stone to the Bronze Age and answer historical questions. They identify the limitations of this type of evidence and when reconstructing the life of the Amesbury Archer.	How have children's lives changed? **(6 lessons)** Investigating the lives of children in history, pupils study leisure activities, health issues, and work from the past, recognising both continuities and changes. They explore the working conditions of Tudor and Victorian children in more detail and evaluate the significance of Lord Shaftesbury's contribution to education and child labour laws.
Spring	British history 2: Why did the Romans invade and settle in Britain? **(6 lessons)** Developing their chronological awareness of AD and BC, children explore the reasons behind the Roman invasion of Britain and the Celtic response. They discover how Roman innovations transformed everyday life and how archaeological discoveries help piece together Roman lifestyles. By contrasting Roman life with modern times, children learn how the Romans still influence lives today.	British history 3: How hard was it to invade and settle in Britain? **(6 lessons)** 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. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.
Summer	What was important to ancient Egyptians? **(6 lessons)** Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.	How did the achievements of the Ancient Maya impact their society and beyond? **(6 lessons)** Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.

*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.
Please also refer to 'Why are the units sequenced this way?'

Suggested long-term plan: History- Outline (Upper key stage 2)

	Year 5	Year 6
Autumn	British history 4: Were the Vikings raiders, traders or something else? **(6 lessons)** Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.	What can the census tell us about local areas? **(6 lessons)** Investigating the census records of different areas, children make inferences about the lives of people from the past. They explore what the census can show about Victorian jobs, the suffrage movement and the interwar period. Children identify how the census changes and consider the usefulness and limitations of census data. In Lesson 6, they plan and carry out their own enquiries about who lived in their local school area.
Spring	British history 5: What was life like in Tudor England? **(6 lessons)** Investigating Tudor portraits and progresses, children learn about the changing nature of monarchy. They consider the reigns of Henry VIII and Elizabeth I and their use of propaganda to control public perceptions of the monarchy. Using Tudor inventories, children then explore the wealth and position of ordinary Tudor people.	British history 6: What was the impact of World War 2 on the people of Britain? **(6 lessons)** Extending their chronological knowledge beyond 1066, children learn about how World War 2 affected society in Britain. They explore the causes of war in 1939 and examine the experiences of families during the Blitz. Using photographs, propaganda posters and oral histories, children investigate how the war affected soldiers, civilians and migrants.
Summer	What is the legacy of the ancient Greek civilisation? **(6 lessons)** 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.	**Option 1:** Unheard histories: Who should go on the £10 banknote? **(6 lessons)** Investigating why historical figures are on banknotes, children learn about the criteria for historical significance. They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note. **Option 2:** What was the Sikh Empire? **(6 lessons)** Using a wide range of sources, children learn about the development of the Sikh Empire under the leadership of Ranjit Singh. They use criteria to explore what makes Ranjit Singh historically significant and compare his achievements to his granddaughter, goddaughter of Queen Victoria and suffragette, Princess Sophia.

*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.
Please also refer to 'Why are the units sequenced this way?'

What has changed?

We have updated our long-term plan for the academic year 2024/25 which will impact the teaching of History in Years 4 and 5.

Year 4: Pupils will now explore the Maya civilisation, previously studied in Year 5. This unit has been carefully adapted for Lower Key Stage 2, providing an engaging introduction to one of the world's fascinating ancient societies.

Year 5: We've moved children's study of the Viking period into Year 5, adapting the lessons in the unit to match the progression of knowledge and skills for Upper key stage 2. This shift allows for a deeper exploration of the Vikings and their impact on British history.

Why have we made these changes?

These adjustments aim to create a more balanced and integrated History curriculum in Lower key stage 2. The changes help to highlight the simultaneous occurrence of significant events in Britain and other parts of the world during the same historical periods.

Year 3: Pupils will learn about the Iron Age, Bronze Age, Stone Age, and Roman period in Britain, while also exploring major developments in Ancient Egypt during these times.

Year 4: As students study the Anglo-Saxon invasions, they will also learn about contemporary events in what is now Mexico. This approach enhances their understanding of historical chronology and global interconnections.

Transitioning to the new long-term plan.

If you have been following our current long-term plan for the 2023/24 academic year, your Year 4 pupils may have already studied the Vikings. To avoid repetition in Year 5, we will be archiving our existing Year 5 Maya unit titled 'How did the Maya civilisation compare to the Anglo-Saxons?' This will allow you to continue using this unit with Year 5 next year, ensuring a smooth transition and consistent learning experience.

If you would like to access the superseded version of this document, please click here.

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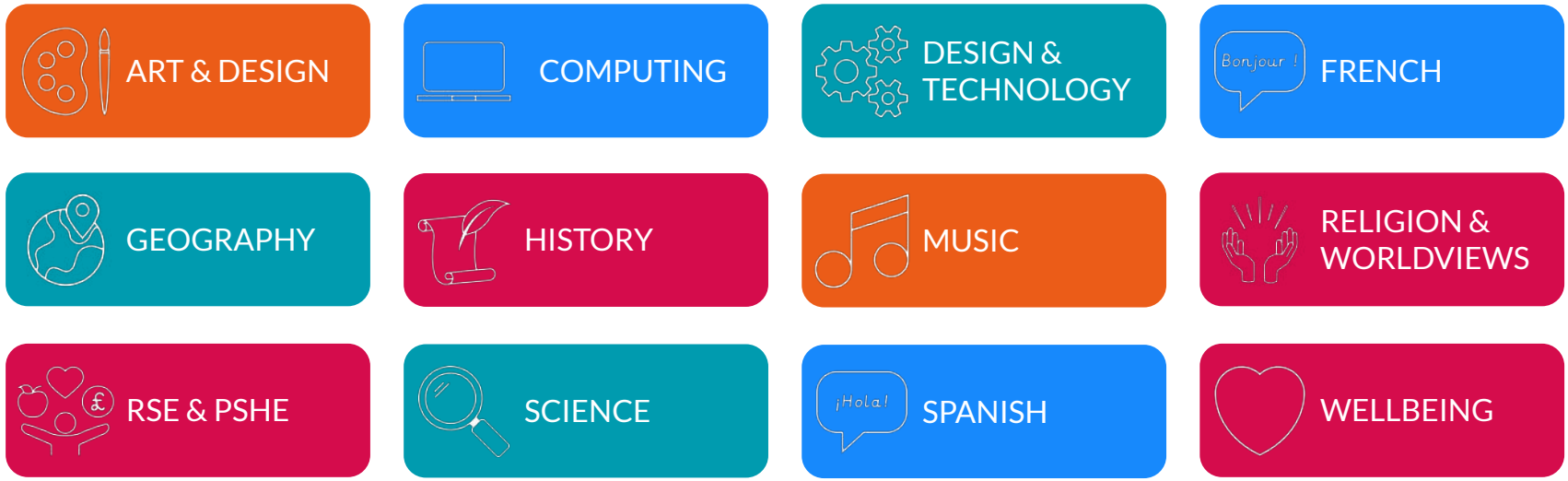
Did you know we have 12 subjects?

Our schemes of work celebrate the unique qualities of each subject, ensuring a broad and balanced curriculum.

All subjects include:

- Full National curriculum coverage.
- Engaging lesson plans.
- Integrated CPD.
- Subject leader planning resources.
- Assessment tools.
- Whole-school access.

Explore all our subjects below



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This page shows any recent updates to this document.

Date	Update
05.01.23	Updated to reflect the unit that are now published on the website with links added.
19.04.23	Updated to reflect the unit that are now published on the website with links added. Name changes to Year 5 and Year 6 summer units.
06.09.23	Updated to include a justification for the sequencing of our history units. This has been added in response to customer queries (p.8-9). Assessment information added (p. 13). Updated to include information on the EYFS: Reception units (p.14, p.16-p.17).
11.10.23	Updated to include information on EYFS unit 2: adventures through time (p.16-17) and to include The Sikh Empire (p. 20).
29.02.24	Updated broken link (p. 16, 21).
20.05.24	There has been a change to the curriculum sequencing in Year 4 and Year 5 and a page has been added to describe these changes (p.21). The summaries for Year 4 (p.19) and Year 5 (p.20) have been updated to reflect this and the sequencing rationale updated on p.9.
10.07.24	Information added about oracy in History (p. 7). Links added to reflect published units.
09.09.24	Summaries updated for British History 1 and 2 (LKS2) and 'How have children's lives changed?' (LKS2) in line with refreshed content.
02.12.24	Updates to British History 2, 3 and 5 in line with refreshed content.
17.12.24	Updated page about assessment in History (p. 14)
24.02.25	Updated links to 'What was important to the ancient Egyptians?' and 'What is the legacy of the ancient Greek civilisation?' to reflect refreshed content.
20.03.25	Updates to British History 6 and 'The Sikh Empire' transition unit to reflect refreshed content.
15.04.25	Added slide with information about all Kapow subjects.

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