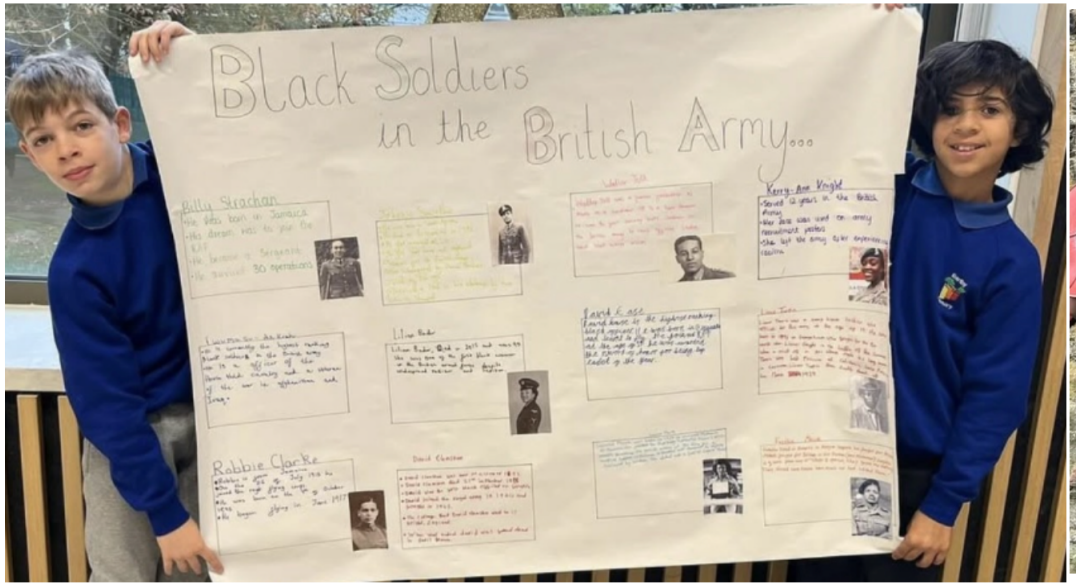
# History

# Long-Term Planning



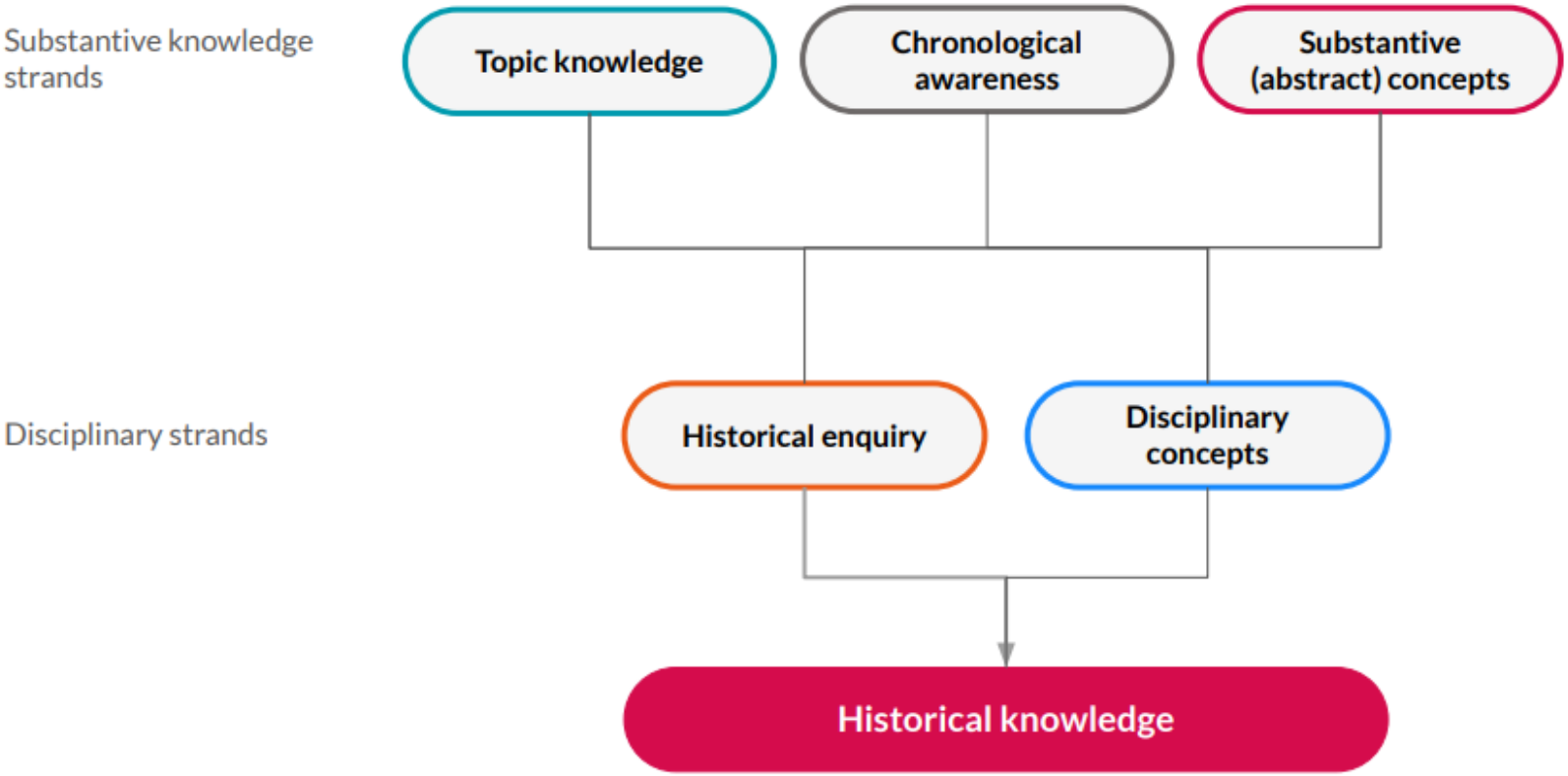
This document highlights the progression of skills and knowledge from the Kapow Primary: History scheme.

This document is updated regularly to reflect changes to the Kapow Primary: History scheme©.

This version was updated in Autumn 1 (25-26) by Lewis Grewcock (History Lead)

# Kapow Primary: History Scheme

## How the scheme is organised:



Substantive knowledge strands

**Topic knowledge**

Gaining a rich knowledge of the current topic, time period, society or event being studied.

This knowledge is not included on the progression document because it is not always progressive. It is, however, important in widening pupils' Chronological awareness and understanding of Substantive (abstract) concepts.

**Chronological awareness**

Understanding language related to chronology
Building a mental timeline of the chronological order of periods
Developing awareness of general features of periods
Knowing particular dates and events

**Substantive (abstract) concepts**

Power (monarchy, government and empire)
Invasion, settlement and migration
Civilisation (social and cultural)
Tax and trade
Beliefs
Achievements and follies of mankind

Disciplinary strands

**Disciplinary concepts**

Change and continuity
Similarities and differences
Cause and consequence
Historical significance
Sources of evidence
Historical interpretations

**Historical enquiry**

Posing a historical question
Gathering, organising and evaluating evidence
Interpreting findings, analysing and making connections
Evaluating and drawing conclusions
Communicating findings

## Key Areas

Kapow Primary have categorised lessons into six key areas below, which are returned to in each year group, making pupil's prior and future learning clear.

| 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. |

# History termly Overview (Years 1-6)*

| | 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 we learn to fly? | What is a Monarch? |
| **Year 3** | 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 did the ancient Egyptians believe? |
| **Year 4** | How have children's lives changed? | British History 3: How hard was it to invade and settle in Britain? | How did the achievements of the Maya civilisation influence their society and beyond? |
| **Year 5** | British History 4: Were te Vikings raiders, traders or something else? | British History 5: What was life like in Tudor England? | What did the Greeks ever do for us? |
| **Year 6** | 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? | Unheard histories: Who should go on the banknote? |

*In accordance with the Kapow Primary: History scheme ©

## History in EYFS: Reception

Kapow states that History in EYFS include "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."

Teachers can tailor lessons with adaptable, small-step activities that include local History or specific themes. The activities have been developed to provide continuous provision. After an adult explains the station's outcome students should be encouraged to learn independently.

The activities encourage children to explore questions about History and reflect on their own experiences. Children learn how to use past tense (e.g., "last year," "last week," "yesterday") and familiarise themselves with related language.

## EYFS: Long-Term Planning*

| EYFS | Peek into the past | Adventures through time |
|---|---|---|
| | 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. | 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. |

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