



History Long term plan

In History, we will be following the Kapow scheme of work. This scheme 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

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)

Children will gain both substantive and disciplinary knowledge as defined below

- **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.

The key disciplinary concepts that we will cover throughout their time at Kennington are:

- **Continuity and change** - 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

Through our History curriculum, pupils will 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.



<p>Year 3 Topic 1</p> <p>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</p> <p>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</p>	<p>Year 3 Topic 2</p> <p>What was important to ancient Egyptians?</p> <p>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.</p>	<p>Year 3 Topic 3</p> <p>British history 2: Why did the Romans invade and settle in Britain?</p> <p>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.</p>
<p>Year 4 Topic 1</p> <p>How did the achievements of the Ancient Maya impact their society and beyond?</p> <p>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.</p>	<p>Year 4 Topic 2</p> <p>What is the legacy of the ancient Greek civilisation?</p> <p>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>Year 4 Topic 3</p> <p>British history 3: How hard was it to invade and settle in Britain?</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. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end. Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</p>



Year 5 Topic 1	Year 5 Topic 2	Year 5 Topic 3
<p data-bbox="163 284 680 347">British history 4: Were the Vikings raiders, traders or something else?</p> <p data-bbox="163 392 680 743">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.</p>	<p data-bbox="766 284 1283 347">British history 5: What was life like in Tudor England?</p> <p data-bbox="766 392 1330 671">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.</p>	<p data-bbox="1426 284 1861 316">How have children's lives changed?</p> <p data-bbox="1426 360 2018 632">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.</p>



Year 6 Term 1	Year 6 Term 2	Year 6 Term 3
<p>Topic – The Titanic</p> <p>Can they say where a period of history fits on a timeline?</p> <p>Can they place a specific event on a timeline by decade?</p> <p>Can they place features of historical events and people from past societies and periods in a chronological framework?</p> <p>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</p> <p>Can they identify and explain their understanding of propaganda?</p> <p>Can they describe a key event from Britain's past using a range of evidence from different sources?</p>	<p>British history 6: What was the impact of World War 2 on the people of Britain?</p> <p>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.</p>	<p>Title of the Term - Pupil choice</p> <p>Let the pupils decide what they would like to learn about, give them ownership of their learning and let them do some independent research as part of their topic lessons</p> <p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Can they summarise how Britain has had a major influence on world history?</p> <p>Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</p> <p>Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p>