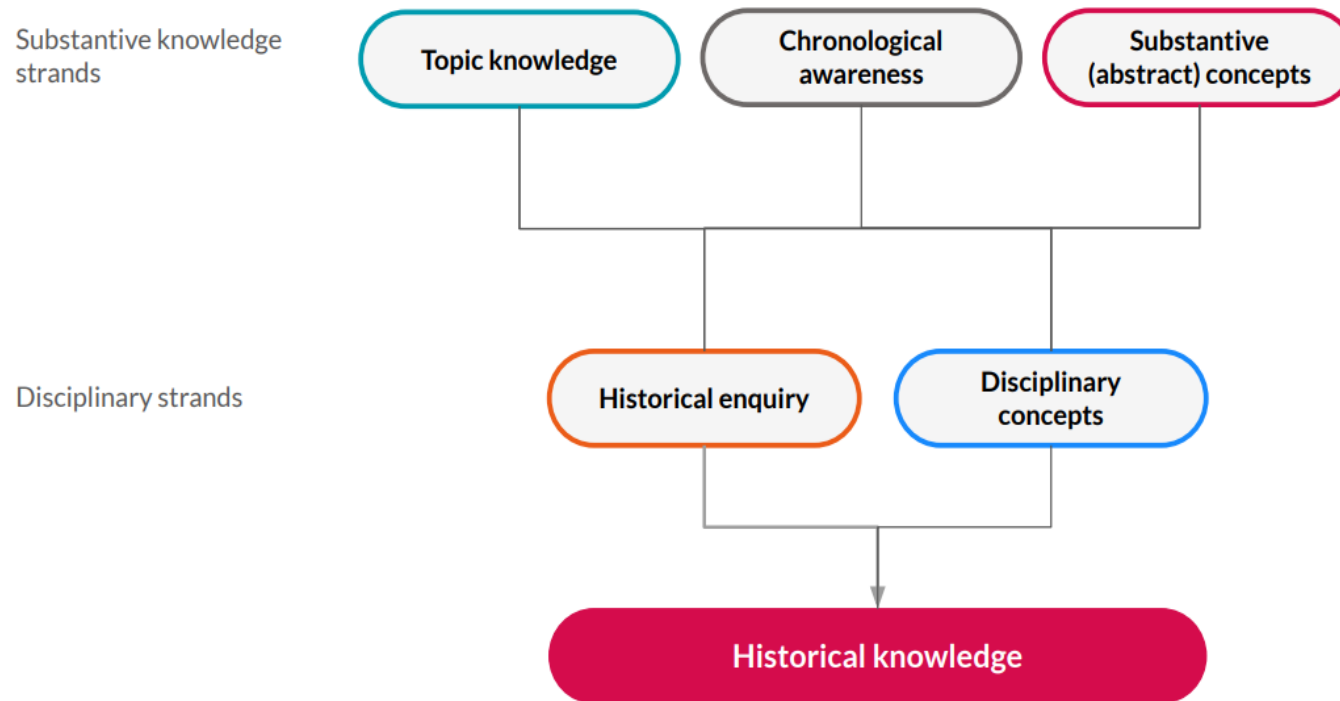




History Long Term Plan

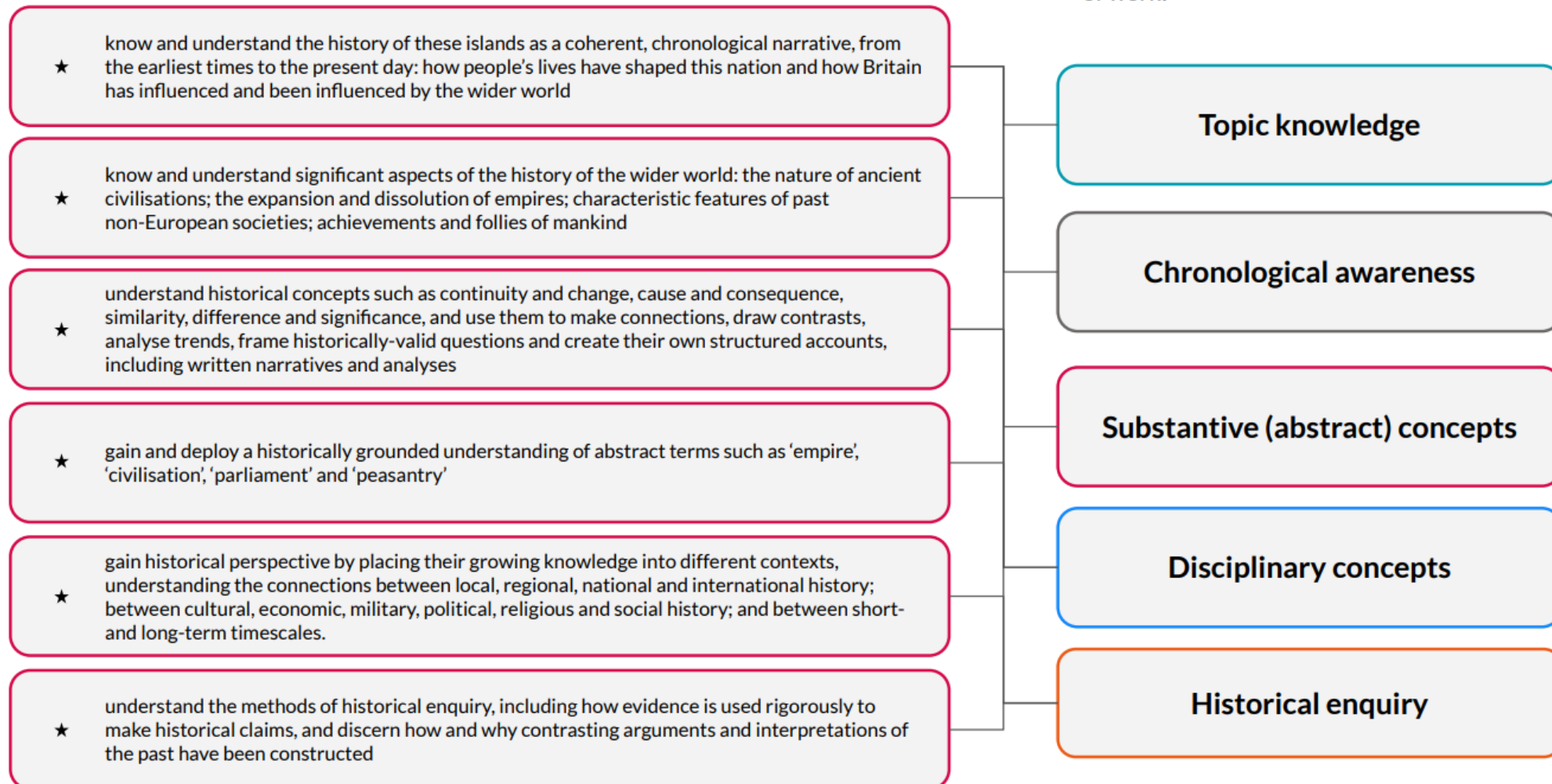
How is the History scheme of work organised?



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:

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



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.



St Mary's Mixed Age History Long Term Plan

For Early Years planning please refer to Nursery and Reception Class Pages

	Year 1 / 2		Year 3 / 4		Year 5 / 6	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn 1	How Am I making history?	What is history?	British history 1: Would you have preferred to live in the Stone, Bronze or Iron Age?	How have children's lives changed?	British history 4: Were the Viking raiders, traders or something else?	What can the census tell us about local history?
Autumn 2						
Spring 1	How have toys changed?	How was school different in the past?	British history 2: Why did the Romans invade and settle in Britain?	What was important to Ancient Egyptians?	British history 5: What was life like in Tudor England?	What is the legacy of the ancient Greek civilisation?
Spring 2						
Summer 1	How did we learn to fly?	What is a monarch?	British history 3: What changed in Britain after the Anglo-Saxon invasion?	How did the achievements of the ancient Maya impact their society and beyond?	British history 6: What was the impact of World War 2 on the people of Britain?	Unheard histories: Who should go on the £10 banknote?
Summer 2						

