

History



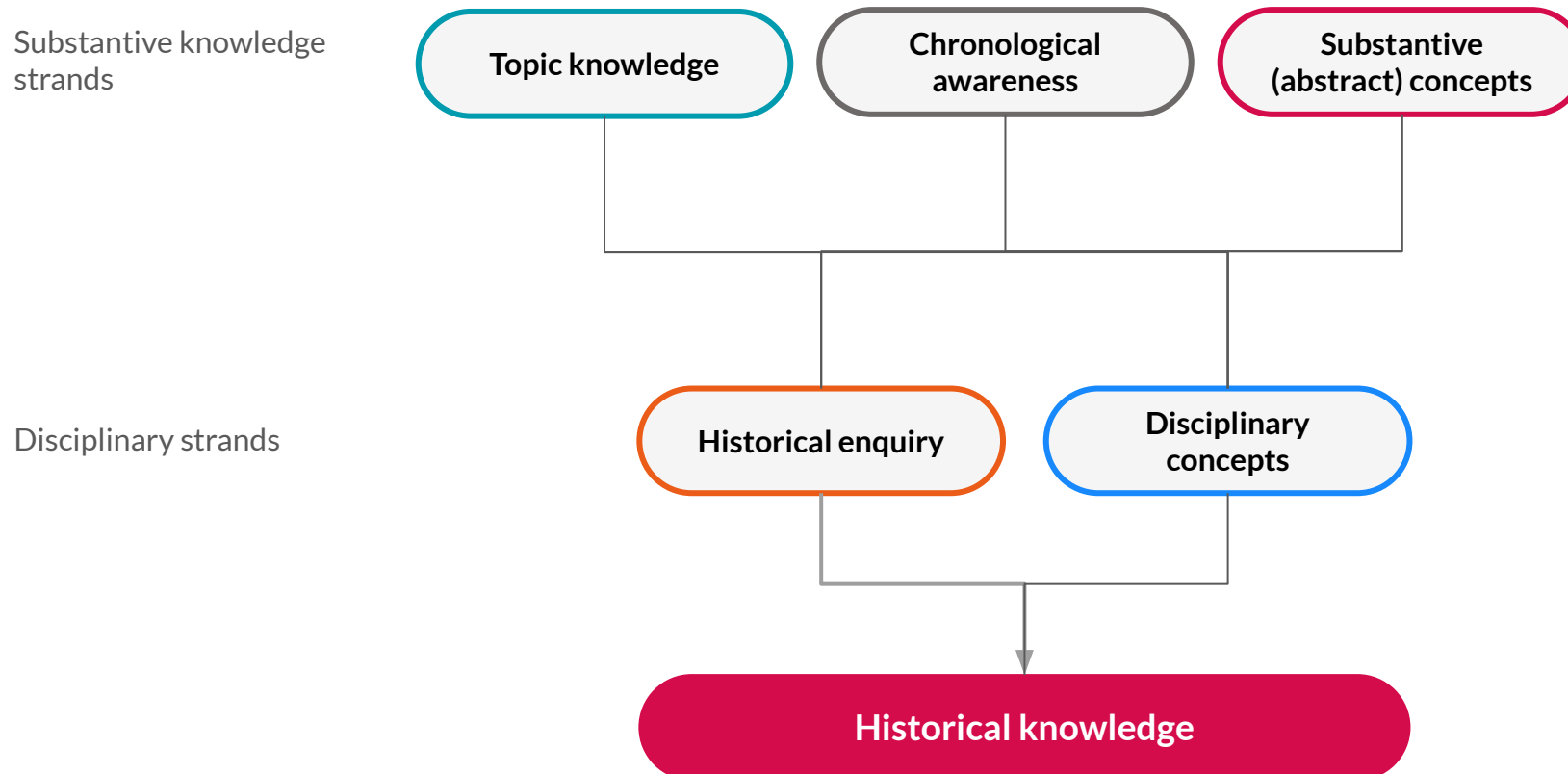
*Kapow
Primary™*

National curriculum
mapping

Introduction

Kapow Primary offers full coverage of the KS1 and KS2 History curriculum and this document shows both the **National curriculum History subject content** also the **National curriculum History aims** for each key stage. It shows which Kapow Primary units support pupils in working towards the relevant end of key stage targets. The final pages highlight cross-curricular links between each unit and other curriculum subjects.

We have further organised our content into substantive knowledge strands and disciplinary knowledge strands to ensure progression in all of these areas and 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 our [History: Long-term plan](#) for more information on curriculum design and progression within each of these strands.



National Curriculum across Kapow Primary's units - Year 1

National curriculum History subject content Pupils should be taught about:	How am I making history?	How have toys changed?	How have explorers changed the world?
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	✓	✓	
Events beyond living memory that are significant nationally or globally			✓
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods			✓
Significant historical events, people and places in their own locality.	✓		
<p style="text-align: center;">National curriculum History aims</p> The national curriculum for history aims to ensure that all pupils:	How am I making history?	How have toys changed?	How have explorers changed the world?
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	✓	✓	✓

National Curriculum across Kapow Primary's units - Year 1

<p style="text-align: center;">National curriculum History aims The national curriculum for history aims to ensure that all pupils:</p>	<p style="text-align: center;">How am I making history?</p>	<p style="text-align: center;">How have toys changed?</p>	<p style="text-align: center;">How have explorers changed the world?</p>
<p>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</p>			✓
<p>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.</p>	✓	✓	✓

National Curriculum across Kapow Primary's units - Year 2

<p>National curriculum History subject content Pupils should be taught about:</p>	<p>How was school different in the past?</p>	<p>How did we learn to fly?</p>	<p>What is a monarch?</p>
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	✓	✓	✓
Events beyond living memory that are significant nationally or globally		✓	✓
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods		✓	
Significant historical events, people and places in their own locality.	✓		
<p>National curriculum History aims The national curriculum for history aims to ensure that all pupils:</p>	<p>How was school different in the past?</p>	<p>How did we learn to fly?</p>	<p>What is a monarch?</p>
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	✓	✓	✓

National Curriculum across Kapow Primary's units - Year 2

<p style="text-align: center;">National curriculum History aims The national curriculum for history aims to ensure that all pupils:</p>	<p style="text-align: center;">How was school different in the past?</p>	<p style="text-align: center;">How did we learn to fly?</p>	<p style="text-align: center;">What is a monarch?</p>
<p>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</p>	✓	✓	✓
<p>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.</p>	✓	✓	✓

National Curriculum across Kapow Primary's units - Lower key stage 2

National curriculum History subject content Pupils should be taught about:	Year 3			Year 4		
	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans settle in Britain?	How different were the beliefs in Ancient Egypt?	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	British history 4: What should we remember the Vikings for - raiders or peace-loving settlers?
changes in Britain from the Stone Age to the Iron Age	✓					
the Roman Empire and its impact on Britain		✓				
Britain's settlement by Anglo-Saxons and Scots					✓	
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor					✓	✓
a local history study	This subject content is covered in UKS2					
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	This subject content is covered in UKS2					
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China			✓			
Ancient Greece – a study of Greek life and achievements and their influence on the western world	This subject content is covered in UKS2					
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	This subject content is covered in UKS2					

National Curriculum across Kapow Primary's units - Lower key stage 2

<p>National curriculum History aims The national curriculum for history aims to ensure that all pupils:</p>	Year 3			Year 4		
	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans settle in Britain?	How different were the beliefs in Ancient Egypt?	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	British history 4: What should we remember the Vikings for - raiders or peace-loving settlers?
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	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓
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		✓	✓			
gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓

National Curriculum across Kapow Primary's units - Upper key stage 2

National curriculum History subject content Pupils should be taught about:	Year 5			Year 6		
	British history 5: What was life like in Tudor England?	What did the Greeks ever do for us?	Migration	What does the census tell us about our local area?	British history 6: What was the impact of World War 2 on the people of Britain?	Why did the Maya civilisation decline so quickly?
changes in Britain from the Stone Age to the Iron Age	This subject content is covered in LKS2					
the Roman Empire and its impact on Britain	This subject content is covered in LKS2					
Britain's settlement by Anglo-Saxons and Scots	This subject content is covered in LKS2					
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	This subject content is covered in LKS2					
a local history study				✓		
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	✓				✓	
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	This subject content is covered in LKS2					
Ancient Greece – a study of Greek life and achievements and their influence on the western world		✓				
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.						✓

National Curriculum across Kapow Primary's units - Upper key stage 2

<p>National curriculum History aims The national curriculum for history aims to ensure that all pupils:</p>	Year 5			Year 6		
	British history 5: What was life like in Tudor England?	What did the Greeks ever do for us?	Migration	What does the census tell us about our local area?	British history 6: What was the impact of World War 2 on the people of Britain?	Why did the Maya civilisation decline so quickly?
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	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓
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		✓	✓		✓	✓
gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry	✓	✓	✓			✓
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	✓	✓	✓	✓	✓	✓

Cross-curricular links - Key stage 1

National curriculum subjects	Kapow Primary units Year 1			Kapow Primary units Year 2		
	How am I making history?	How have toys changed?	How have explorers changed the world? - Coming soon!	How was school different in the past?	How did we learn to fly?	What is a monarch? Coming soon!
English	Spoken language: Asking relevant questions to find out more about childhood in the past.	Spoken language: Asking relevant questions to find out more about what toys were like in the past; participating in collaborative conversations about how toys have changed over time; listening and responding to ideas about how toys have changed over time.		Spoken language: Asking relevant questions about schools in the past; giving well-structured explanations to answer the question, 'Would you have preferred to go to school in the past?'; participating in collaborative conversations about schools in the past.	Spoken language: Participating in conversations about the first flight; creating a freeze frame of the first flight; expressing feelings about Bessie Coleman's story; orally composing an eye witness account of Amelia Earhart's flight across the Atlantic Ocean; hot seating Neil Armstrong to find out about his mission to the moon.	
Maths	Recognising and using language relating to dates to order key events.	Recognising and using language relating to dates to order key events.		Recognising and using language relating to dates to sequence schools on a timeline.	Recognising and using language relating to dates to sequence events on a timeline.	
Art and design	Drawing their favourite memories to share their experiences and personal history.	Drawing their favourite toys to share their personal history using language relating to time.		Drawing and labelling school today and in the past to identify similarities and differences.		
Geography				Comparing old maps of the local area to identify changes over time.		
RSE/PSHE	Learning that families are important for children growing up because they can give love, security and stability.	Learning that families are important for children growing up because they can give love, security and stability.				

Cross-curricular links - Lower key stage 2

National curriculum subjects	Kapow Primary units Year 3			Kapow Primary units Year 4		
	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans settle in Britain?	How different were the beliefs in Ancient Egypt? Coming soon!	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	British history 4: What should we remember the Vikings for - raiders or peace-loving settlers? Coming soon!
English	Spoken language: Hypothesising what objects belonging to the Amesbury Archer.	Spoken language: Identifying how the Romans changed Britain and justifying their answers.		Spoken language: Explaining what has stayed the same and what has changed when comparing images of children's lives through times; creating questions to hot-seat a Tudor apprentice; explaining how fairgrounds have changed over time; explaining why certain ratings might have been given for the treatments used in the past to treat disease.	Spoken language: Presenting inferences about an artefact to the rest of the class; explaining how a missionary spread Christianity; explaining their interpretation of Alfred the Great; presenting an argument for a contender's claim to the throne.	
Maths	Number - number and place value: Counting backwards in 1000s to count back the years to prehistory.					
Science	States of matter (Y4): Observing the changes to copper and tin as they are heated to make an alloy.					
Art and design		Creating a visual interpretation of Boudicca.			Creating a stained glass window of a saint.	
D & T					Creating a wattle and daub panel.	
Geography	Investigating the items traded in the Iron Age and where they came from; comparing the features of Neolithic and Iron Age settlements.				Identifying the features of Anglo-Saxon settlements; comparing the features of Prehistoric and Anglo-Saxon settlements.	
PE		Carrying out Roman army drill movement sequences.				

Cross-curricular links - Upper key stage 2

National curriculum subjects	Kapow Primary units Year 5			Kapow Primary units Year 6		
	British history 5: What was life like in Tudor England?	What did the Greeks ever do for us?	Migration Coming soon!	What does the census tell us about our local area?	British history 6: What was the impact of World War 2 on the people of Britain?	Why did the Maya civilisation decline so quickly? Coming soon!
English	<p>Spoken language: Discussing and explaining the reasons for the death of Anne Boleyn; making predictions and justifying them with evidence.</p> <p>Writing - composition: Creating a written description of a royal progress.</p>	<p>Spoken language: Researching, discussing and presenting a Greek god to the class; recording a radio message explaining which Ancient Greek state they would visit and why; participating in a philosophical debate; justifying which they think was the most significant Greek achievement.</p>		<p>Spoken language: Acting in role as a person from the census; explaining whether statements from the census or true or false with evidence; summarising and presenting their findings about a household to an audience.</p> <p>Writing - composition: Writing a diary extract about a person from the past's feelings and thoughts.</p>	<p>Spoken language: Speculating, hypothesising, imagining and explaining ideas about the causes of WW2; creating a freeze frame to display the thoughts and feelings of WW2 evacuees.</p> <p>Writing - composition: Writing a diary entry about being evacuated in WW2.</p>	
Maths		<p>Ratio and proportion (Y6): Working out the length of timeline bars using a scale.</p>				
Art and design	Analysing the symbols in portraits to make inferences about historical people.					
Geography		Identifying the physical features of Greece; working out the length of timeline bars using a scale.		Reading maps of the local area.		
RSE/PSHE	Learning about marriage in the Tudor times and how it is different to today.	Participating in a debate involving direct democracy and comparing it to representative democracy.				

Version history

This page shows recent updates to this document.

Date	Update
05.01.23	Republished to include Cross-curricular links (p.11-13) for published units. The organisation of the history strands has been updated on p.2 as well to show more clearly how the strands fit together.