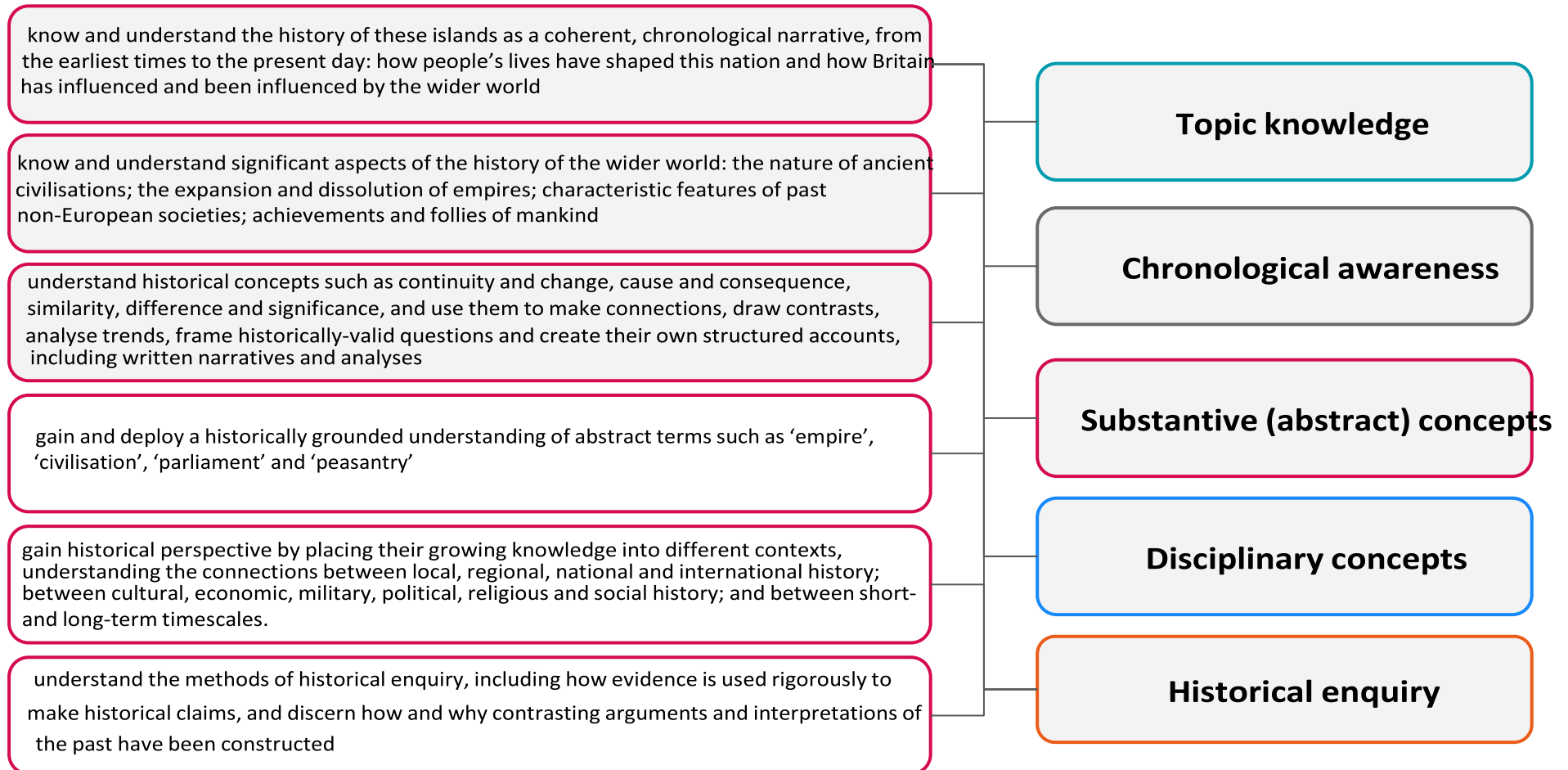


DEARHAM PRIMARY SCHOOL HISTORY LONG TERM PLAN

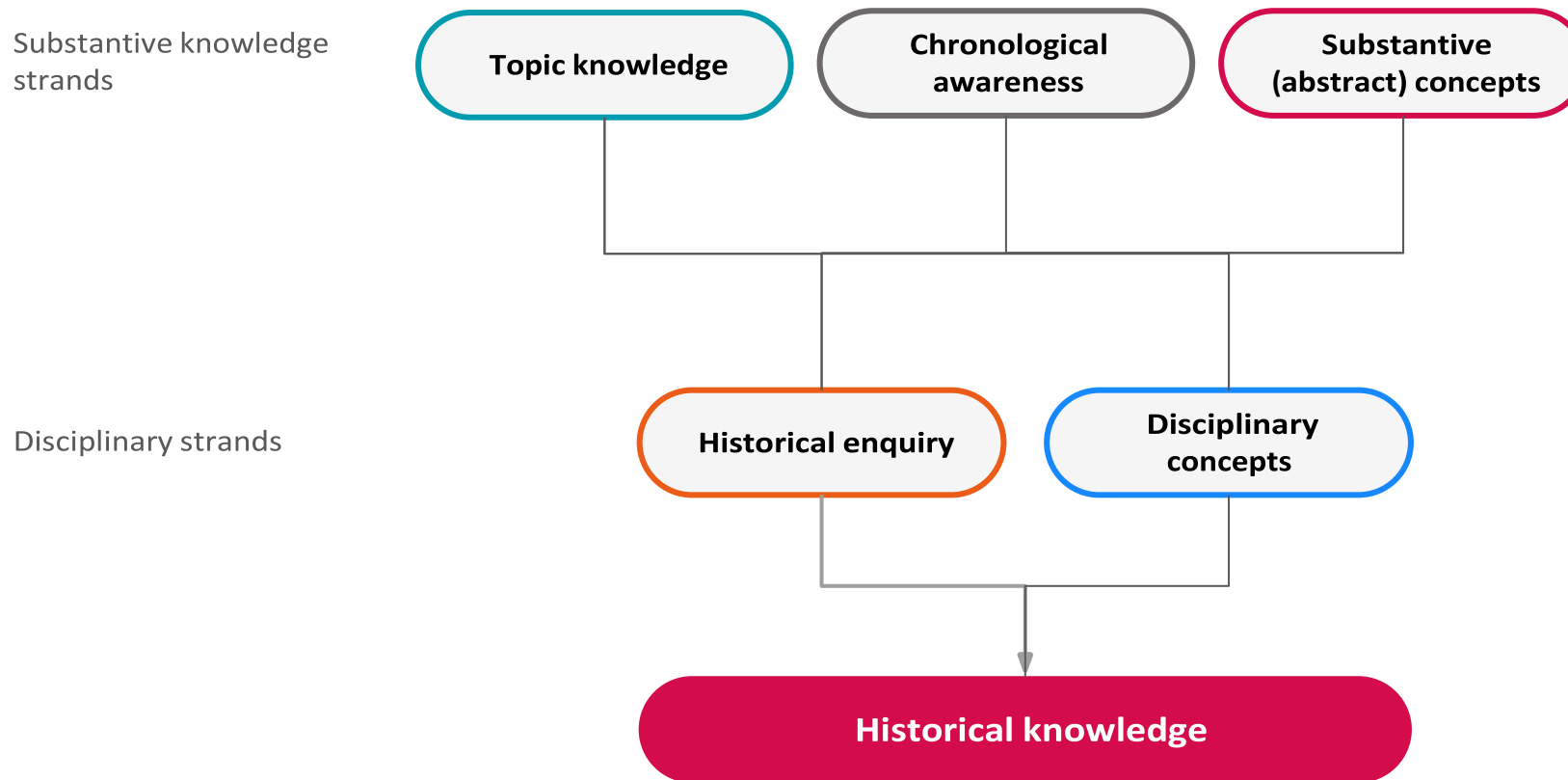
Our scheme of work fulfils the statutory requirements of the **National curriculum (2014)**.

The National curriculum for History aims to ensure that all pupils:

From these aims we have identified five strands that run through our work:

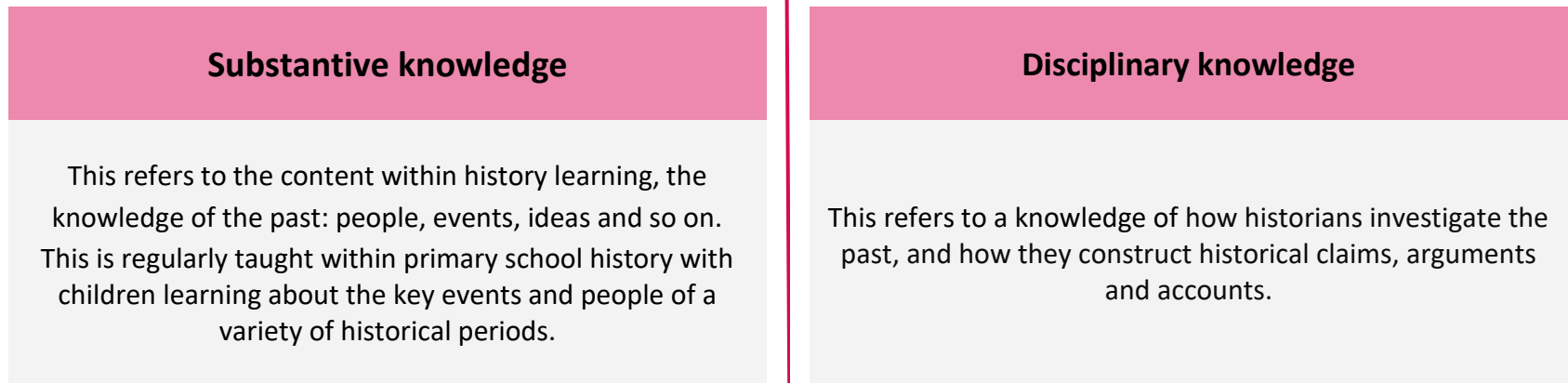


How is the History scheme of work organised?

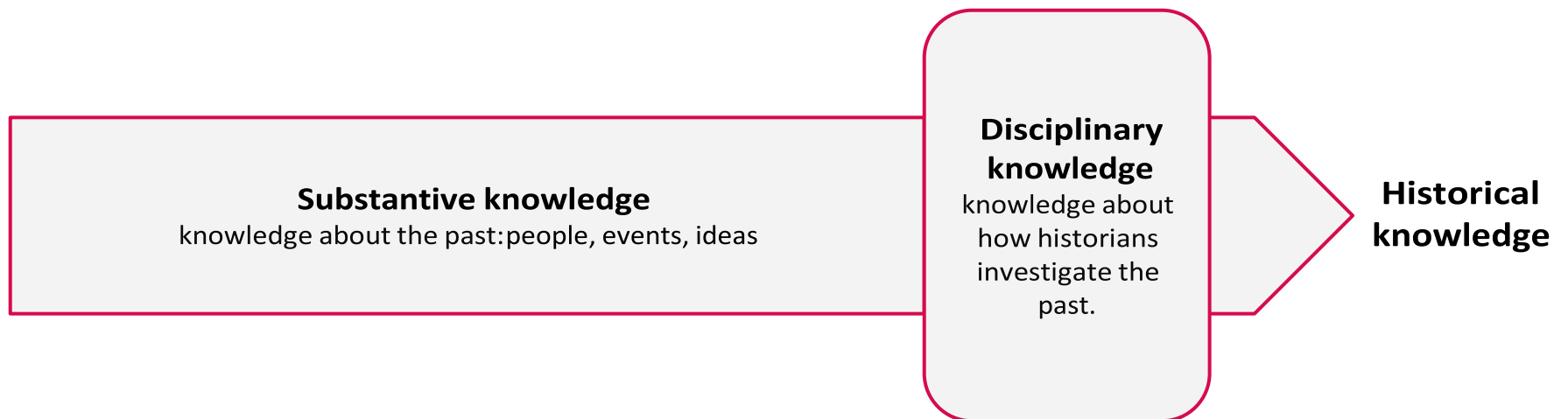


The scheme of work is organised to reflect the fact that ‘knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.’ (Ofsted research review series: History, 2021) -

Different types of knowledge in **History** learning



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.



A spiral curriculum

We use Kapow's Primary's History scheme of work, which 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.



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 this scheme of work:



How will 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

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.

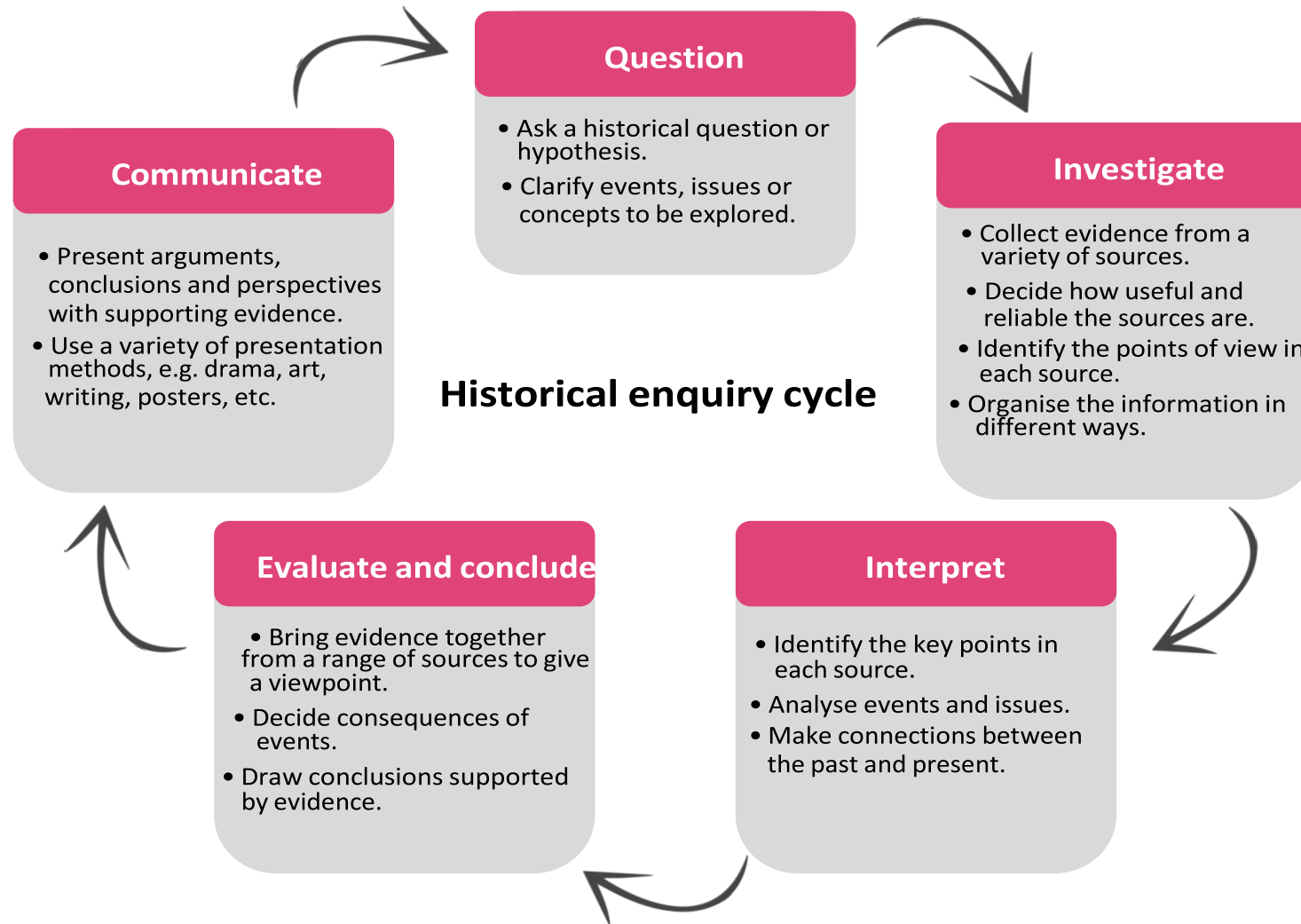
Sources of evidence

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.

How will the scheme develop Historical enquiry skills?



| | Autumn | Spring | Summer |
|---------------|---|---|---|
| Nursery | Our families | Things from the past.- photos, objects and things to explore and discover | Houses then and now |
| Reception | Ourselves | Life cycles- ordering events in life- both human and animal, using vocabulary through the passage of time | Before I was born |
| Year 1 | How am I making history? | How have toys changed? | How have explorers changed the world? |
| Year 2 | How did we learn to fly? | How was school different in the past? | What is a monarch? |
| Year 3 (LKS2) | 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? | What did the ancient Egyptians believe? |

| | | | |
|--------------------------|--|---|--|
| Year 4 (LKS2) | <u>How have children’s lives changed?</u> | <u>British history 3: How hard was it to invade and settle in Britain?</u> | <u>British history 4: Were the Vikings raiders, traders or settlers?</u> |
| Year 5 (UKS2) | <u>British history 5: What was life like in Tudor England?</u> | <u>What did the Greeks ever do for us?</u> | <u>How did the Maya civilisation compare to the Anglo-Saxons?</u> |
| Year 6 (UKS2) | <u>What does the Census tell us about our local area?</u> | <u>British history 6: What was the impact of World War II on the people of Britain?</u> | <u>Unheard histories: Who should go on the banknote?</u> |

| | Year 1 | Year 2 |
|--------|--|--|
| Autumn | <p>How am I making history?</p> <p>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.</p> | <p>How was school different in the past?</p> <p>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.</p> |
| Spring | <p>How have toys changed?</p> <p>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.</p> | <p>How did we learn to fly?</p> <p>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.</p> |
| Summer | <p>How have explorers changed the world?</p> <p>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.</p> | <p>What is a monarch?</p> <p>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.</p> |

| | Year 3 | Year 4 |
|--------|---|---|
| Autumn | <p>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? (6 lessons)</p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p> | <p>How have children's lives changed?</p> <p>Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.</p> |
| Spring | <p>British history 2: Why did the Romans settle in Britain?</p> <p>Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.</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.</p> |
| Summer | <p>What did the ancient Egyptians believe?</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>British history 4: Were the Vikings raiders, traders or settlers? (</p> <p>Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p> |

| | Year 5 | Year 6 |
|--------|---|---|
| Autumn | <p><u>British history 5: What was life like in Tudor England?</u></p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.</p> | <p><u>What does the census tell us about our local area?</u></p> <p>Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.</p> |
| Spring | <p><u>What did the Greeks ever do for us?</u></p> <p>Through 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><u>British history 6: What was the impact of World War II on the people of Britain?</u></p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.</p> |

Summer

How did the Maya civilisation compare to the Anglo-Saxons?

Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.

Unheard histories: Who should go on the £10 banknote?

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.