



Sharow CE Primary School History Curriculum

Our Long Term Plan for History covers three units per year in a 2 year cycle and is based on the Kapow scheme of work, which is a spiral curriculum: cyclical, increasing in depth and building on prior knowledge.

There are five strands that run throughout our scheme of work: Topic Knowledge; Chronological Awareness, Substantive Concepts; Disciplinary Concepts and Historical Enquiry. The scheme is organised to reflect that 'knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.' (Ofsted research review series: History 2021).

Substantive Concepts refers to the content within the learning of history and knowledge of the past: people, events, ideas etc. Disciplinary Knowledge refers to a knowledge of how historians investigate the past. The combination of the two leads to complete Historical Knowledge. Oracy runs throughout the History curriculum and pupils have many opportunities to develop their oracy skills.

Disciplinary Concepts: Change and Continuity; Similarities and Differences; Cause and Consequence: Historical Significance: Sources of Evidence; Historical Interpretations.

In EYFS and KS1, topics are designed to build up progression of skills and knowledge. The learning specifically develops pupils' understanding of the past by first making it relevant to their own lives, then looking at how life has changed over time in familiar contexts and finally by studying contexts which are likely to be new to them.

Coverage in EYFS includes flexible, small-step activities which will tie in with current themes but will help children to reflect on memories and experiences from their own past and extend only to situations that will be very familiar to their everyday lives. These activities are designed to foster a curiosity about history and prompt children to start asking questions whilst referring to their own experience.

Units in Year 1 and 2 develop understanding of the substantive concepts of power and the achievements of mankind in 'How did we learn to fly?' and 'What is a monarch?'

British History units are all taught in Year A of KS2 in order to help build chronological understanding and are arranged as such. Understanding of substantive concepts is deepened while learning to identify changes in meaning in different time periods and contexts (ie concept of monarchy changes over time; during the reign of Henry VIII the monarch enjoyed absolute power but by the 20th century, this power was devolved to government).



Year A	Autumn	Spring	Summer
EYFS	<p>Peek Into The Past: Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.</p> <p>Adventures Through Time: Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.</p>		
Y1/2	<p>How am I making history? Prior learning: Adventures through time</p>	<p>How have toys changed? Prior learning: How am I making history?</p>	<p>How did we learn to fly? Prior learning: How have toys changed?</p>
Y3/4	<p>British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? Prior learning: What is a monarch?</p>	<p>British History 2: Why did the Romans settle in Britain? Prior learning: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</p>	<p>British History 3: How hard was it to invade and settle in Britain? Prior learning: Why did the Romans settle in Britain?</p>
Y5/6	<p>British History 4: Were the Vikings raiders, traders or something else? Prior learning: How hard was it to invade and settle in Britain?</p>	<p>British History 5: What was life like in Tudor England? Prior learning: Were the Vikings raiders, traders or something else?</p>	<p>British History 6: What was the impact of World War II on the people of Britain? Prior learning: What was life like in Tudor England?</p>



Year B	Autumn	Spring	Summer
<p>EYFS</p>	<p>Peek Into The Past: Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past. Adventures Through Time: Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.</p>		
<p>Y1/2</p>	<p>What Is History? Prior learning: Peek Into The Past</p>	<p>How was school different in the past? Prior learning: What Is History?</p>	<p>What is a monarch? Prior learning: How was school different in the past?</p>
<p>Y3/4</p>	<p>How have children's lives changed? Prior learning: What Is History?</p>	<p>What did the Ancient Egyptians believe? Prior learning: How have children's lives changed?</p>	<p>How did the achievements of the Maya impact their society and beyond? Prior learning: What did the Ancient Egyptians believe?</p>
<p>Y5/6</p>	<p>What does the local census tell us about the local area? Prior learning: How have children's lives changed?</p>	<p>What did the Greeks ever do for us? Prior learning: What does the local census tell us about the local area?</p>	<p>Who should go on the banknote? Prior learning: What did the Greeks ever do for us?</p>