

Key Stage 1 and 2 History Curriculum Overview

Kapow Primary

2026-27

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 1	How am I making History? Personal chronology and finding out about the past within living memory. Examining photographs and asking questions. Begin to look at a simple timeline extending back to before they were born.	How have toys changed? Sequencing toys into a physical timeline, children investigate artefact 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.	How have explorers changed the world? Finding out about events and people beyond living memory, children think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.
Year 2	How was school different in the past? 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.	How did we learn to fly? Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learn about the individual who contributed to the history of flight.	What is a monarch? Finding out about 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. Study different types of castles and consider how they evolved over time.
Year 3	Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	Why did the Romans settle in Britain? Developing their chronological awareness of AD and BC, children investigate why the	What did the Ancient Egyptians believe? Finding out about Egyptian beliefs, children make inferences and beliefs about the afterlife

	Chronology of mankind, children are introduced to Britain's story. Use archaeological evidence to find out about the stone age, Bronze Age and Iron Age.	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.	using primary sources. They investigate pyramids, gods and goddess and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.
Year 4/5	Were the Vikings raiders, traders or something else? Exploring the Viking age by learning about Viking raids, trade, settlement and the struggle for control of Britain. Pupils develop their chronological understanding, investigate a range of historical sources, including oral histories, and use historical enquiry to consider whether the Vikings were raiders, traders or settlers. What changed in Britain after the Anglo-Saxon invasion? Understanding how Britain changed after the Anglo-Saxon invasion by investigating settlement, beliefs and daily life in Anglo-Saxon England. Pupils explore the spread of Christianity, examine the impact of Viking raids and discover how Anglo-Saxon rule came to an end.	What was life like in Tudor England? Investigating Tudor England by exploring portraits, progresses and other historical sources to learn about the changing role of the monarchy. Pupils examine how Henry VIII and Elizabeth I used propaganda to shape public opinion and use Tudor inventories to discover what life was like for ordinary people.	What is the legacy of the ancient Greek civilisation? Exploring ancient Greece by comparing the city-states of Athens and Sparta and investigating how they were governed. Pupils examine different historical sources to learn about democracy and discover the lasting legacy of the ancient Greeks through the Olympic Games, architecture, art and theatre.
Year 5/6	What can the census tell us about local areas?	What was the impact of World War 2 on the people of Britain?	What was the Sikh Empire?

	Examining how census records can help historians understand the past by making inferences about people's lives in different time periods. Pupils investigate Victorian jobs, the suffrage movement and the interwar years, while considering how census data has changed over time and evaluating its usefulness and limitations as a historical source.	Learning about the impact of World War 2 on Britain by exploring its causes and the experiences of people during the conflict. Pupils investigate how the war affected soldiers, civilians and migrants, using sources such as photographs, propaganda posters and oral histories to understand life during this period.	Examining the Sikh Empire through a range of historical sources to learn about the leadership and achievements of Ranjit Singh. Pupils use criteria to assess historical significance and compare Ranjit Singh's legacy with that of his granddaughter, Princess Sophia Duleep Singh, a prominent suffragette and campaigner for women's rights.
--	---	---	---