

HISTORY OVERVIEW - KAPOW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hedgehog Class Reception FS2	Me and my family Who was born first? Stages and ages of growth and development.	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.		
Badger Class Y1 & Y2 Cycle 1		How am I making history? Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning 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 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.		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. Learning about the individuals who contributed to the history of flight.
Badger Class Y1 & Y2 Cycle 2		What is history? Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born. Exploring what holidays were like in the past through asking questions and examining		How was school different in the past? Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and		What is a monarch? 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.

		photographs.		present.		
Owl Class Y3 & Y4 <i>Cycle 1</i>		<p>British history 1: Would you prefer to have lived in the Stone, Bronze or Iron Age? Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.</p>		<p>British history 2: Why did the Romans invade and settle in Britain? Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.</p>		<p>British history 3: How hard was it to invade and settle in Britain? Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p>
Owl Class Y3 & Y4 <i>Cycle 2</i>		<p>How have children's lives changed? Investigating the changes in children's lives through time, children learn how children's spare time, 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 and the significance of Lord Shaftesbury and his impact.</p>		<p>What was important to ancient Egyptians? Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.</p>		<p>How did the achievements of the Ancient Maya influence their society and beyond? Children explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Through the observation and analysis of artefacts, children scrutinise their settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.</p>
Falcon Class		<p>What can the census tell us</p>		<p>What is the legacy of the ancient</p>		<p>What was The Sikh Empire? Explaining terms such as</p>

<p>Y5 & Y6</p> <p><i>Cycle 1</i></p>		<p>about our local areas? Investigating the type of information the census gives about people and making inferences about people from the past. Children learn about Victorian working conditions and the feelings of a Victorian working child. They will identify changes between periods of time and use other primary and secondary sources to verify the data in a census. They will plan a local history enquiry using the census.</p>		<p>Greek civilisation? Learning about the key periods in the ancient Greek civilisation and make inferences about the Greek Gods. Comparing Athens and Sparta and understanding the different types of democracy. They will identify the achievements of the ancient Greek philosophers and understand the ancient Greek's legacies and their impact.</p>		<p>unification and absolute power, children will identify the skills and behaviours of leaders that contribute to achieving a goal. They will assess the impact of beliefs on change and make deductions and inferences from sources. They will apply criteria to decide and explain historical significance, describe how and why interpretations are different and make observations to explain historical achievements.</p> <p>This unit prepares the children for the challenges of Key Stage 3</p>
<p>Falcon Class</p> <p>Y5 & Y6</p> <p><i>Cycle 2</i></p>		<p>British history 4: Were the Vikings raiders, traders or settlers? Investigating what the Vikings were really like, creating a Viking trade route game, writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings in a 'Viking achievement gallery'.</p>		<p>British history 5: What was life like in Tudor England? To extract information about Henry VIII from portraits and written records. Children will use sources to make deductions about marriage, power and punishment. They will identify primary and secondary sources and begin to explore their reliability. They will explore Elizabeth I's Worcester Progress. They will investigate the wealth and position of an ordinary Tudor person, and see how inventories are useful to historians, using their knowledge of</p>		<p>British history 6: What was the impact of World War 2 on the people of Britain? Investigating the causes of WW2 and identifying the phases in the Battle of Britain. Children will make deductions about the Blitz from photographs and evaluate the accuracy, reliability and usefulness of sources. They will explore how children may have felt when evacuated, and consider the impact WW2 had on women's and African-Caribbean migrant lives.</p>

Reviewed by Subject Lead Summer 2025

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