

History



Kapow
Primary™

Personal development,
SMSC and British
values mapping

Introduction

This document is aimed at History subject leaders and Personal development leads. It shows where the Kapow Primary curriculum provides opportunities for pupils to develop spiritually, morally, socially and culturally, as well as develop their understanding and respect for the fundamental British values.

The latter pages of this document map those units which can support you as you strive to improve pupils' personal development in line with Ofsted's Personal development criteria.

Please note that the curriculum alone will not be sufficient evidence that your school is providing for pupils' personal development and your school will be expected to show how other elements of school-life are geared towards this aim.

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What is SMSC?

All schools in England are required to demonstrate how they promote pupils' spiritual, moral, social and cultural (SMSC) development. The SMSC statements included in this document are drawn from the **School Inspection Handbook** (Ofsted, 2019), which outlines the areas inspectors consider when evaluating schools' SMSC provision.

Although the 2019 Handbook has been superseded, it remains the most detailed reference for understanding Ofsted's expectations regarding pupils' SMSC development. The current **School Inspection Toolkit** (Ofsted, 2025) continues to consider SMSC within the broader area of 'personal development and well-being', but no longer provides the same level of definition or illustrative examples. For this reason, the 2019 Handbook continues to be used as a reference point to maintain consistency and clarity.

Spiritual development

- The ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- A knowledge of, and respect for, different people's faiths, feelings and values.
- A sense of enjoyment and fascination in learning about themselves, others and the world around them.
- The use of imagination and creativity in pupils' learning.
- A willingness to reflect on their experiences.

Moral development

- The ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.
- An understanding of the consequences of pupils' behaviour and actions.
- An interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate others' viewpoints on these issues.

What is SMSC?

Social development

- The use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- A willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- An acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Pupils develop and demonstrate skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development

- An understanding and appreciation of the wide range of cultural influences that have shaped pupils' own heritage and that of others.
- An understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.
- The ability to recognise and value commonalities across cultural, religious, ethnic and socio-economic communities.
- A knowledge of Britain's democratic parliamentary system and its central role in shaping history and values, and in continuing to develop Britain.
- A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which pupils understand, accept, respect and celebrate diversity.

What are British values?

Ofsted inspectors make judgements on pupils' personal development and wellbeing by evaluating a number of areas, including:

- Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.
- Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

School Inspection Toolkit (Ofsted, 2025)

Kapow Primary's PSHE & RSE curriculum explicitly teaches British values (see below). In addition, opportunities to reinforce and contextualise these values are embedded throughout the History scheme.



Democracy

Recognising that everyone has a voice within school and society.



Rule of law

Understanding and respecting rules and recognising that laws are there to ensure fairness and safety.



Individual liberty

Understanding human rights and responsibilities and the freedom people have to make their own choices in life.



Mutual respect

Showing respect for others and expecting to be treated with respect in return.



Tolerance of those with different faiths and beliefs

Respecting and appreciating diversity and understanding that everyone holds different views and beliefs.

SMSC and British values mapping - Key stage 1

| | Units which offer opportunities for pupils to develop their: | 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? | How was school different in the past? | How did we learn to fly? | What is a monarch? |
| Spiritual | Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Knowledge of, and respect for, different people's faiths, feelings and values | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Sense of enjoyment and fascination in learning about themselves, others and the world around them | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Use of imagination and creativity in their learning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Willingness to reflect on their experiences | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | | | | | | |

SMSC mapping - Key stage 1

| Moral | Units which offer opportunities for pupils to develop their: | 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? | How was school different in the past? | How did we learn to fly? | What is a monarch? |
| | Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England | | | | | | |
| | Understanding of the consequences of their behaviour and actions | | | | | | |
| | Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues | | | ✓ | | | |

SMSC and British values mapping - Key stage 1

| | Units which offer opportunities for pupils to develop their: | | 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? | How was school different in the past? | How did we learn to fly? | What is a monarch? |
| Social | Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| | Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | | | | | | | |
| | Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. | Democracy | | | | | | |
| | | The rule of law | | | | | | |
| | | Individual liberty | | | | | | |
| | | Mutual respect | ✓ | ✓ | ✓ | | ✓ | |
| | | Tolerance of those with different faiths and beliefs | ✓ | | | ✓ | | ✓ |

SMSC mapping - Key stage 1

| | Units which offer opportunities for pupils to develop their: | 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? | How was school different in the past? | How did we learn to fly? | What is a monarch? |
| Cultural | Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others | ✓ | ✓ | | ✓ | | ✓ |
| | Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain | | | | | | |
| | Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities | ✓ | | | | | ✓ |
| | Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. | | | | | | ✓ |
| | Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities | | ✓ | ✓ | | | ✓ |
| | Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities | | | ✓ | | | ✓ |
| | | | | | | | |

SMSC mapping - Lower key stage 2

| Spiritual | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 3 | | | Kapow Primary units Year 4 | | |
|-----------|---|---|---|--|--|--|--|
| | | British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age? | British history 2: Why did the Romans invade and settle in Britain? | What was important to ancient Egyptians? | How have children's lives changed? | British history 3: What changed in Britain after the Anglo-Saxon invasion? | How did the achievements of the Ancient Maya influence their society and beyond? |
| | Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life | | ✓ | ✓ | ✓ | | ✓ |
| | Knowledge of, and respect for, different people's faiths, feelings and values | ✓ | | ✓ | | ✓ | ✓ |
| | Sense of enjoyment and fascination in learning about themselves, others and the world around them | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Use of imagination and creativity in their learning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Willingness to reflect on their experiences | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

SMSC mapping - Lower key stage 2

| Moral | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 3 | | | Kapow Primary units Year 4 | | |
|-------|--|---|---|--|--|--|--|
| | | British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age? | British history 2: Why did the Romans invade and settle in Britain? | What was important to ancient Egyptians? | How have children's lives changed? | British history 3: What changed in Britain after the Anglo-Saxon invasion? | How did the achievements of the Ancient Maya influence their society and beyond? |
| | Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England | | ✓ | ✓ | ✓ | ✓ | |
| | Understanding of the consequences of their behaviour and actions | | ✓ | | ✓ | | |
| | Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

SMSC and British values mapping - Lower key stage 2

| | | | Kapow Primary units Year 3 | | | Kapow Primary units Year 4 | | |
|--------|--|--|---|---|--|--|--|--|
| | | | British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age? | British history 2: Why did the Romans invade and settle in Britain? | What was important to ancient Egyptians? | How have children's lives changed? | British history 3: What changed in Britain after the Anglo-Saxon invasion? | How did the achievements of the Ancient Maya influence their society and beyond? |
| Social | Units which offer opportunities for pupils to develop their: | | | | | | | |
| | Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | | | | | ✓ | | |
| | Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. | Democracy | | | | | | |
| | | The rule of law | | ✓ | | ✓ | | |
| | | Individual liberty | | | | ✓ | | |
| | | Mutual respect | | | ✓ | ✓ | | ✓ |
| | | Tolerance of those with different faiths and beliefs | | | ✓ | ✓ | | ✓ |

SMSC mapping - Lower key stage 2

| | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 3 | | | Kapow Primary units Year 4 | | |
|----------|---|---|---|--|--|--|--|
| | | British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age? | British history 2: Why did the Romans invade and settle in Britain? | What was important to ancient Egyptians? | How have children's lives changed? | British history 3: What changed in Britain after the Anglo-Saxon invasion? | How did the achievements of the Ancient Maya influence their society and beyond? |
| Cultural | Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain | ✓ | | ✓ | | | ✓ |
| | Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities | ✓ | | ✓ | ✓ | | ✓ |
| | Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. | | | | | | |
| | Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities | ✓ | ✓ | ✓ | ✓ | | ✓ |
| | Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities | ✓ | | ✓ | ✓ | ✓ | ✓ |
| | | | | | | | |

SMSC mapping - Upper key stage 2

| | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 5 | | | Kapow Primary units Year 6 | | | |
|-----------|---|---|---|---|--|---|---|---|
| | | British history 4: Were the Vikings raiders, traders or settlers? | British history 5: What was life like in Tudor England? | What is the legacy of the ancient Greek civilisation? | What can the census tell us about local areas? | British history 6: What was the impact of World War 2 on the people of Britain? | Choose one of: | |
| | | | | | | | Unheard histories: Who should go on the banknote? | What was the Sikh Empire? |
| Spiritual | Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| | Knowledge of, and respect for, different people's faiths, feelings and values | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Sense of enjoyment and fascination in learning about themselves, others and the world around them | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Use of imagination and creativity in their learning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Willingness to reflect on their experiences | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |

SMSC mapping - Upper key stage 2

| | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 5 | | | Kapow Primary units Year 6 | | | |
|-------|--|---|---|---|--|---|---|---|
| | | British history 4: Were the Vikings raiders, traders or settlers? | British history 5: What was life like in Tudor England? | What is the legacy of the ancient Greek civilisation? | What can the census tell us about local areas? | British history 6: What was the impact of World War 2 on the people of Britain? | Choose one of: | |
| | | | | | | | Unheard histories: Who should go on the banknote? | What was the Sikh Empire? |
| Moral | Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England | | ✓ | ✓ | ✓ | | | ✓ |
| | Understanding of the consequences of their behaviour and actions | | ✓ | ✓ | | | | |
| | Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |

SMSC and British values mapping - Upper key stage 2

| | Units which offer opportunities for pupils to develop their: | | Kapow Primary units Year 5 | | | Kapow Primary units Year 6 | | |
|--------|--|--|---|---|---|--|---|---|
| | | | British history 4: Were the Vikings raiders, traders or settlers? | British history 5: What was life like in Tudor England? | What is the legacy of the ancient Greek civilisation? | What can the census tell us about local areas? | British history 6: What was the impact of World War 2 on the people of Britain? | Choose one of: |
| | | | | | | | | Unheard histories: Who should go on the banknote? |
| Social | Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds | | ✓ | ✓ | ✓ | ✓ | | |
| | Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | | | | ✓ | ✓ | | |
| | Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. | Democracy | | | ✓ | | ✓ | ✓ |
| | | The rule of law | | ✓ | ✓ | | | ✓ |
| | | Individual liberty | | | ✓ | | | ✓ |
| | | Mutual respect | ✓ | | ✓ | ✓ | ✓ | ✓ |
| | | Tolerance of those with different faiths and beliefs | | ✓ | | ✓ | | ✓ |

SMSC mapping - Lower key stage 2

| | Units which offer opportunities for pupils to develop their: | Kapow Primary units Year 5 | | | Kapow Primary units Year 6 | | | |
|----------|--|---|---|---|--|---|---|---|
| | | British history 4: Were the Vikings raiders, traders or settlers? | British history 5: What was life like in Tudor England? | What is the legacy of the ancient Greek civilisation? | What can the census tell us about local areas? | British history 6: What was the impact of World War 2 on the people of Britain? | Choose one of: | |
| | | | | | | | Unheard histories: Who should go on the banknote? | What was the Sikh Empire? |
| Cultural | Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others | ✓ | ✓ | | ✓ | ✓ | | ✓ |
| | Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain | | ✓ | | | ✓ | | |
| | Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. | ✓ | ✓ | | ✓ | ✓ | | ✓ |
| | Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain | | | | ✓ | | | |
| | Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities | | ✓ | | | | | ✓ |
| | Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. | ✓ | ✓ | | | | | ✓ |

Our History curriculum contributes to the **Spiritual** development of pupils by:

- Offering opportunities to marvel at human achievements and discoveries that influence our lives today.
- Inspiring pupils to be creative and imaginative in their exploration of historical narratives, artefacts, and sources to develop a deeper understanding of the past.
- Encouraging pupils to reflect on personal experiences by providing opportunities to connect historical events to their own lives, drawing meaningful insights and lessons from the past.
- Promoting knowledge of, and respect for, different people's faiths, feelings, and values by examining diverse historical civilisations, cultures, and religious practices.

Our History curriculum contributes to the **Moral** development of pupils by:

- Developing an understanding of the consequences of their behavior and actions by exploring the historical impact of choices made by individuals and societies.
- Encouraging them to explore their own understanding of right and wrong when considering ethical dilemmas and decisions throughout history.
- Nurturing their sense of justice and fairness. Through the study of historical events such as civil rights movements, world wars etc., pupils learn about the consequences of prejudice, discrimination and injustice.

Our History curriculum contributes to the **Cultural** development of pupils by:

- Encouraging pupils to recognise and value the things we share in common across cultural, religious, ethnic, and socio-economic communities, promoting inclusivity and social cohesion.
- Promoting an appreciation of the diversity and richness of human cultures across the globe and throughout time.
- Teaching them about Britain's democratic parliamentary system and its central role in shaping the nation's history and values, as well as emphasising the ongoing development of Britain.
- Exploring historical events and their impact on individuals and societies, learning how cultures have adapted and changed as a result of significant events.

Our History curriculum contributes to the **Social** development of pupils by:

- Giving them opportunities to collaborate with a group towards a shared outcome.
- Enabling them to make decisions as a group, dealing with conflict when it arises and treating each other with respect.
- Offering them opportunities to present their work to others.
- Cultivating empathy through introducing students to diverse cultures, societies and perspectives.

Personal development and wellbeing criteria

The **School Inspection Toolkit** (Ofsted, 2025) lists pupils' personal development and wellbeing criteria as:

Supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults.

Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.

Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.

Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique, including, but not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010.

Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.

Enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support that is available.

Enabling pupils to recognise the dangers of using technology and social media inappropriately.

Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including by providing them with enrichment activities and opportunities to be active during the school day.

Developing pupils' age-appropriate understanding of healthy relationships through relationships and sex education.

Supporting pupils' readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully, including by providing impartial careers information, education, advice and guidance for secondary-age pupils.

Personal development criteria mapping - Key stage 1

| Personal development criteria Kapow Primary's History scheme supports: | Kapow Primary units Key stage 1 - Year 1 | | | Kapow Primary units Key stage 1 - Year 2 | | |
|--|--|--|---|---|--|------------------------------------|
| | How am I making history? | How have toys changed? | How have explorers changed the world? | How was school different in the past? | How did we learn to fly? | What is a monarch? |
| Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. | See British values mapping for Year 1 and Year 2 | | | | | |
| Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique, including, but not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010. | | | | | | |
| Ensuring that the curriculum contributes to pupils' personal development and their SMSC development. | See SMSC mapping for Year 1 and Year 2 | | | | | |
| Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully. | | | ✓ | | | ✓ |

Personal development criteria mapping - Lower key stage 2

| Personal development criteria Kapow Primary's History scheme supports: | Kapow Primary units Key stage 2 - Year 3 | | | Kapow Primary units Key stage 2 - Year 4 | | |
|--|---|---|--|---|--|---|
| | British history 1: Would you prefer to have lived in the Stone Age, Iron Age or the Bronze Age? | British history 2: Why did the Romans invade and settle in Britain? | What was important to ancient Egyptians? | How have children's lives changed? | British history 3: What changed in Britain after the Anglo-Saxon invasion? | How did the achievements of the ancient Maya impact their society and beyond? |
| Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. | See British values mapping for Year 3 and Year 4 | | | | | |
| Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique, including, but not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010. | | | | | | |
| Ensuring that the curriculum contributes to pupils' personal development and their SMSC development. | See SMSC mapping for Year 3 and Year 4 | | | | | |
| Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully. | | | | | | |

Personal development criteria mapping - Upper key stage 2

| Personal development criteria Kapow Primary's History scheme supports: | Kapow Primary units Key stage 2 - Year 5 | | | Kapow Primary units Key stage 2 - Year 6 | | | |
|--|---|---|---|--|---|---|---|
| | British history 4: Were the Vikings raiders, traders or settlers? | British history 5: What was life like in Tudor England? | What is the legacy of the ancient Greek civilisation? | What can the census tell us about local areas? | Unheard histories: Who should go on the banknote? | Choose one of: | |
| | | | | | | British history 6: What was the impact of World War 2 on the people of Britain? | What was the Sikh Empire? |
| Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. | See British values mapping for Year 5 and Year 6 | | | | | | |
| Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique, including, but not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010. | | | | | ✓ | | |
| Ensuring that the curriculum contributes to pupils' personal development and their SMSC development. | See SMSC mapping for Year 5 and Year 6 | | | | | | |
| Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully. | | | ✓ | ✓ | | ✓ | ✓ |