

History



*Kapow
Primary™*

National curriculum
mapping

Introduction

Kapow Primary offers full coverage of the KS1 and KS2 History curriculum. We have categorised our content into three strands with one overarching strand.

Our National curriculum mapping documents shows both the **National curriculum History subject content** for each key stage and also the **National curriculum History aims** for each key stage.

Chronological awareness

CA

Substantive
(abstract) concepts

SC

Power (monarchy, government and empire)
Invasion, settlement and migration
Civilisation (social and cultural)
Tax and trade Beliefs
Achievements and follies of mankind

Historical concepts

HC

Change and continuity
Similarities and differences
Cause and consequence
Historical significance
Sources of evidence
Historical interpretations

Historical enquiry

E

Posing a historical question
Gathering, organising and evaluating
evidence
Interpreting findings, analysing and making
connections
Evaluating and drawing conclusions
Communicating findings

National Curriculum across Kapow Primary's units - Year 1

<p>National curriculum History subject content Pupils should be taught about:</p>	<p>How am I making history?</p>	<p>How have toys changed?</p>	<p>How have explorers changed the world?</p>
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	✓	✓	
Events beyond living memory that are significant nationally or globally		✓	✓
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods			✓
Significant historical events, people and places in their own locality.	✓		
<p>National curriculum History aims The national curriculum for history aims to ensure that all pupils:</p>	<p>How am I making history?</p>	<p>How have toys changed?</p>	<p>How have explorers changed the world?</p>
know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world		✓	✓
know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind		✓	✓
understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	✓	✓	✓

National Curriculum across Kapow Primary's units - Year 1

<p style="text-align: center;">National curriculum History aims The national curriculum for history aims to ensure that all pupils:</p>	<p style="text-align: center;">How am I making history?</p>	<p style="text-align: center;">How have toys changed?</p>	<p style="text-align: center;">How have explorers changed the world?</p>
<p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>		✓	✓
<p>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	✓	✓	✓

National Curriculum across Kapow Primary's units - Year 2

<p>National curriculum History subject content Pupils should be taught about:</p>	<p>How was school different in the past?</p>	<p>How did mankind learn to fly?</p>	<p>What were holidays like in the past?</p>
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	✓		✓
Events beyond living memory that are significant nationally or globally		✓	✓
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods		✓	
Significant historical events, people and places in their own locality.	✓		
<p>National curriculum History aims The national curriculum for history aims to ensure that all pupils:</p>	<p>How was school different in the past?</p>	<p>How did mankind learn to fly?</p>	<p>What were holidays like in the past?</p>
know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	✓	✓	✓
know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind		✓	✓
understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	✓	✓	✓

National Curriculum across Kapow Primary's units - Year 2

<p style="text-align: center;">National curriculum History aims The national curriculum for history aims to ensure that all pupils:</p>	<p style="text-align: center;">How was school different in the past?</p>	<p style="text-align: center;">How did mankind learn to fly?</p>	<p style="text-align: center;">What were holidays like in the past?</p>
<p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	✓	✓	✓
<p>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	✓	✓	✓

National Curriculum across Kapow Primary's units - Lower key stage 2

National curriculum History subject content Pupils should be taught about:	Year 3			Year 4		
	British history 1: Would you prefer to live in the Stone Age, Iron Age or the Bronze Age?	British history 2: Why did the Romans settle in Britain?	How different were the beliefs in Ancient Egypt?	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	British history 4: What should we remember the Vikings for - raiders or peace-loving settlers?
changes in Britain from the Stone Age to the Iron Age	✓					
the Roman Empire and its impact on Britain		✓				
Britain's settlement by Anglo-Saxons and Scots					✓	
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor					✓	✓
a local history study	This subject content is covered in UKS2					
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	This subject content is covered in UKS2					
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China			✓			
Ancient Greece – a study of Greek life and achievements and their influence on the western world	This subject content is covered in UKS2					
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	This subject content is covered in UKS2					

National Curriculum across Kapow Primary's units - Lower key stage 2

<p>National curriculum History aims The national curriculum for history aims to ensure that all pupils:</p>	Year 3			Year 4		
	British history 1: Would you prefer to live in the Stone Age, Iron Age or the Bronze Age?	British history 2: Why did the Romans settle in Britain?	How different were the beliefs in Ancient Egypt?	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	British history 4: What should we remember the Vikings for - raiders or peace-loving settlers?
understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	✓	✓	✓	✓	✓	✓
gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	✓	✓	✓	✓	✓	✓
know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	✓	✓			✓	✓
know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind			✓			
gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	✓	✓	✓	✓	✓	✓
understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	✓	✓	✓	✓	✓	✓

National Curriculum across Kapow Primary's units - Upper key stage 2

National curriculum History subject content Pupils should be taught about:	Year 5			Year 6		
	British history 5: Were the Tudor monarchs good kings and Queens?	What did the Greeks ever do for us?	Migration	What does the census tell us about the local area?	Why did the Maya civilisation decline so quickly?	British history 6: What was the impact of World War 2 on the people of Britain?
changes in Britain from the Stone Age to the Iron Age	This subject content is covered in LKS2					
the Roman Empire and its impact on Britain	This subject content is covered in LKS2					
Britain's settlement by Anglo-Saxons and Scots	This subject content is covered in LKS2					
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	This subject content is covered in LKS2					
a local history study				✓		
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	✓					✓
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	This subject content is covered in LKS2					
Ancient Greece – a study of Greek life and achievements and their influence on the western world		✓				✓
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.					✓	

National Curriculum across Kapow Primary's units - Upper key stage 2

<p>National curriculum History aims The national curriculum for history aims to ensure that all pupils:</p>	Year 5			Year 6		
	British history 5: Were the Tudor monarchs good kings and Queens?	What did the Greeks ever do for us?	Migration	What does the census tell us about the local area?	Why did the Maya civilisation decline so quickly?	British history 6: What was the impact of World War 2 on the people of Britain?
understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	✓	✓	✓	✓	✓	✓
gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	✓	✓	✓	✓	✓	✓
know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	✓	✓	✓	✓		✓
know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind		✓	✓		✓	
gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry	✓	✓	✓		✓	✓
understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	✓	✓	✓	✓	✓	✓