



Long Term Plan 2023 -2024 Subject: History Scheme: Kapow

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Changes within living memory – schools</p> <p>Talk about changes within living memory. Explain how aspects of national life have changed.</p>		<p>How have toys changed? (Kapow)</p> <p>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.</p>		<p>How have explorers changed the world? (Kapow)</p> <p>Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.</p>	
Year 2	<p>Rosa Parks</p> <p>Know about the lives of significant individuals in the past who have contributed to national and international achievements.</p>		<p>How did we learn to fly?</p> <p>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</p>		<p>What is a monarch? (Kapow)</p> <p>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.</p>	

			the individuals who contributed to the history of flight.		They study different types of castles and consider how these evolved over time.	
Year 3		<p><u>Would you prefer to live in the Stone Age, Iron Age or Bronze Age? (Kapow)</u></p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p>		<p><u>Why did the Romans settle in Britain? (Kapow)</u></p> <p>Developing their chronological awareness of AD and BC, children investigate why the 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.</p>	<p><u>What did the Ancient Egyptians believe? (Kapow)</u></p> <p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the Ancient Egyptians in time. Pupils learn about the importance of religion in the Ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the Ancient Egyptians explained the existence of the world using their creation story.</p>	
Year 4		<p><u>How have children's lives changed? (Kapow)</u></p> <p>Investigating the changes in children's lives through time, children learn how spare time, children's 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 before learning about the significance of Lord Shaftesbury and his impact</p>		<p><u>How hard was it to invade and settle in Britain? (Kapow)</u></p> <p>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the</p>	<p><u>We're the Vikings raiders, traders or settlers? (Kapow)</u></p> <p>Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils</p>	

		on schools and working conditions.		period of Anglo-Saxon rule came to end.	investigate whether the Vikings were raiders, traders or settlers.	
Year 5/6 (Cycle A)		<u>What was life like in Tudor England? (Kapow)</u> Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.		<u>What did the Greeks ever do for us? (Kapow)</u> Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence. They learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the Ancient Greeks, children learn about the Olympic games, architecture, art and theatre.	<u>How did the Maya Civilisation compare to the Anglo-Saxons? (Kapow)</u> Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Mayan Empire declined.	
Year 5/6 (Cycle B)		<u>What does the census tell us about our local area? (Kapow)</u>		<u>What was the impact of WW2 on the people of Britain?</u>	<u>Who should go on the £10 banknote?</u>	