

# Cavendish CE Primary School

## History Long-Term Plan | Kapow Primary | Mixed-Age Programme | 2026-2028

We Learn. We Love. We Belong.

### Curriculum intent

History at Cavendish enables pupils to build a coherent, chronological understanding of Britain and the wider world. Through carefully sequenced Kapow Primary enquiries, pupils learn substantive knowledge about people, events and societies while developing disciplinary knowledge: chronology, historical significance, similarity and difference, continuity and change, cause and consequence, evidence and interpretation. The curriculum is organised for our mixed-age classes and provides full coverage of the National Curriculum across each phase cycle.

### Mixed-age organisation

- Robins: EYFS, Year 1 and Year 2. Reception pupils access the shared historical enquiry through the EYFS area Understanding the World: Past and Present; Year 1 and Year 2 pupils work towards the statutory Key Stage 1 History programme of study.
- Wrens: Year 3 and Year 4. Pupils follow a two-year sequence which establishes the chronological foundations of British history and studies ancient civilisations beyond Britain.
- Owls: Year 5 and Year 6. Pupils deepen chronological understanding, historical argument and evaluation through British, local and world history enquiries.
- The current academic year, 2026/27, follows Cavendish Cycle B. Because the supplied Kapow phase plans use different source-cycle labels, each table states both the Cavendish teaching cycle and the original Kapow cycle. Cavendish Cycle A is taught in 2027/28. Pupils experience the complete two-year programme while in each mixed-age phase.
- History is taught as one substantive unit each term. Complete Kapow units and lessons are taught in sequence; teachers adapt access and expected independence without removing the intended historical knowledge.

### EYFS foundations in Robins

Reception children are not assessed against the National Curriculum for History. They develop the foundations required for Key Stage 1 through stories, family and community experiences, artefacts, photographs, timelines, visits and purposeful talk.

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books and storytelling.
- Use words linked to time, sequence familiar events and handle sources with curiosity.

### Cavendish teaching expectations

- Use the Cavendish 5: retrieval; I Do, We Do, You Do; purposeful practice; high-quality questioning; and feedback.
- Begin each unit by locating the study on a class and whole-school timeline and explicitly connect it to prior learning.
- Teach historical vocabulary directly and revisit it in speech and writing.
- Use a range of sources and interpretations. Pupils should know that historians ask questions, weigh evidence and may reach different conclusions.
- Assessment should draw on pupil talk, timeline work, source analysis, enquiry outcomes and end-of-unit checks, not presentation alone.

# Whole-School History Overview

Current teaching cycle: Cavendish Cycle B 2026/27 | Next teaching cycle: Cavendish Cycle A 2027/28

| Class / cycle                                               | Autumn                                                           | Spring                                                | Summer                                                                        | Coverage emphasis                                                                                             |
|-------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Robins<br>EYFS/Y1/Y2<br>Cavendish B 2026/27<br>Kapow Y1/2 B | What is history?                                                 | How was school different in the past?                 | What is a monarch?                                                            | KS1 chronology, living memory, significant people/events, sources and local connection; EYFS Past and Present |
| Wrens<br>Y3/4<br>Cavendish B 2026/27<br>Kapow Y3/4 A        | Would you prefer to have lived in the Stone, Bronze or Iron Age? | Why did the Romans invade and settle in Britain?      | What changed in Britain after the Anglo-Saxon invasion?                       | Statutory British chronology: Stone Age-Iron Age, Romans, Anglo-Saxons and Scots                              |
| Owls<br>Y5/6<br>Cavendish B 2026/27<br>Kapow Y5/6 B         | What can the census tell us about local areas?                   | What is the legacy of the ancient Greek civilisation? | Unheard histories: Who should go on the £10 banknote?                         | Local history, Ancient Greece, significant people, evidence and interpretations                               |
| Robins<br>EYFS/Y1/Y2<br>Cavendish A 2027/28<br>Kapow Y1/2 A | How am I making history?                                         | How have toys changed?                                | How did we learn to fly?                                                      | KS1 living memory, chronology, change, events beyond living memory and significant individuals                |
| Wrens<br>Y3/4<br>Cavendish A 2027/28<br>Kapow Y3/4 B        | How have children's lives changed?                               | What was important to ancient Egyptians?              | How did the achievements of the ancient Maya impact their society and beyond? | Thematic study beyond 1066, earliest civilisation and non-European society                                    |
| Owls<br>Y5/6<br>Cavendish A 2027/28<br>Kapow Y5/6 A         | Were the Vikings raiders, traders or something else?             | What was life like in Tudor England?                  | What was the impact of World War 2 on the people of Britain?                  | Viking struggle and two post-1066 British depth studies                                                       |

**Curriculum assurance:** The units are not interchangeable without a coverage check. Together, the two cycles provide the required content and repeated practice in chronology, evidence, causation, change, significance, similarity/difference and interpretation.

# Robins: EYFS, Year 1 and Year 2

## Shared enquiries with distinct EYFS and KS1 outcomes

| Unit                                                           | Core historical learning                                                                              | EYFS access                                                                               | Y1/Y2 statutory expectation                                                                                                | NC evidence                                                         |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Cycle B Autumn</b><br>What is history?                      | Personal chronology; sequence; vocabulary of past and present; evidence from photographs and objects. | Talk about own life and family; order familiar events; compare photographs and artefacts. | Develop awareness of the past; chronological framework; ask and answer questions using sources.                            | KS1 disciplinary foundations; supports changes within living memory |
| <b>Cycle B Spring</b><br>How was school different in the past? | Continuity and change in schooling; comparison; oral and material evidence; local school context.     | Compare school experiences now and in the past through stories, photographs and visitors. | Changes within living memory; similarities and differences; local history through Cavendish school/community evidence.     | KS1: changes within living memory; significant local people/places  |
| <b>Cycle B Summer</b><br>What is a monarch?                    | Monarchy, power, succession, significant individuals and national events.                             | Recognise kings and queens in stories and images; use past/present vocabulary.            | Lives of significant individuals; events beyond living memory; compare rulers and recognise national significance.         | KS1: significant individuals and events                             |
| <b>Cycle A Autumn</b><br>How am I making history?              | Personal and family history; timelines; memory; sources; change over time.                            | Talk about growth, family and memorable events; sequence personal photographs.            | Changes within living memory; chronology; use stories, photographs and artefacts as evidence.                              | KS1: changes within living memory; local/personal history           |
| <b>Cycle A Spring</b><br>How have toys changed?                | Change and continuity; chronology; material evidence; comparison across generations.                  | Explore old and new toys; sort and compare materials and ways of playing.                 | Changes within living memory; identify similarities and differences; ask questions of artefacts.                           | KS1: changes within living memory                                   |
| <b>Cycle A Summer</b><br>How did we learn to fly?              | Significant events and individuals; cause, consequence, change and achievement.                       | Explore stories and images of early flight; sequence key moments simply.                  | Events beyond living memory significant nationally/globally; lives of significant individuals; comparison of achievements. | KS1: events beyond living memory; significant individuals           |

## Robins mixed-age expectations

- Shared stories, objects and images provide the common context. Reception pupils respond through talk, play, drawing, sequencing and adult-supported recording.
- Year 1 and Year 2 pupils use historical vocabulary, timelines and sources and complete the Kapow enquiry outcome at an age-appropriate level.
- The school-difference unit must include a clear Cavendish/local dimension so that the statutory local-history entitlement is visible.
- Older or more secure pupils should explain evidence and change with increasing precision rather than simply completing more writing.

# Wrens: Year 3 and Year 4

## Two-year lower-KS2 chronology and world history sequence

| Cycle / term   | Kapow enquiry                                                                 | Statutory content                                                           | Knowledge and disciplinary emphasis                                                                                            |
|----------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Cycle B Autumn | Would you prefer to have lived in the Stone, Bronze or Iron Age?              | Changes in Britain from the Stone Age to the Iron Age                       | Chronology, settlement, technology, change and continuity; use archaeological evidence to reach a supported judgement.         |
| Cycle B Spring | Why did the Romans invade and settle in Britain?                              | The Roman Empire and its impact on Britain                                  | Cause and consequence, invasion, settlement, resistance, Romanisation and legacy; evaluate written and archaeological sources. |
| Cycle B Summer | What changed in Britain after the Anglo-Saxon invasion?                       | Britain's settlement by Anglo-Saxons and Scots                              | Migration, settlement, kingdoms, belief and continuity/change; compare evidence and interpretations.                           |
| Cycle A Autumn | How have children's lives changed?                                            | A study of an aspect or theme in British history extending beyond 1066      | Thematic change over time; similarity/difference, cause and consequence, significance and use of varied sources.               |
| Cycle A Spring | What was important to ancient Egyptians?                                      | Achievements of the earliest civilisations - Ancient Egypt depth study      | Civilisation, society, belief, power and evidence; use artefacts and interpretations to make inferences.                       |
| Cycle A Summer | How did the achievements of the ancient Maya impact their society and beyond? | A non-European society contrasting with British history - Maya civilisation | Society, innovation, belief, environment and legacy; compare interpretations and assess historical significance.               |

### Wrens mixed-age adaptation

- All pupils study the same enquiry and substantive content. Teachers assess prior knowledge and explicitly reconnect learning to the whole-school timeline.
- Year 3 pupils may use structured source prompts, vocabulary banks and guided chronology. Year 4 pupils should select evidence, explain links and justify conclusions with greater independence.
- Challenge comes through depth of reasoning, quality of evidence and precision of historical language, not through adding unrelated content.

# Owls: Year 5 and Year 6

## Upper-KS2 depth, argument and interpretation

| Cycle / term   | Kapow enquiry                                                | Statutory content                                                                                  | Knowledge and disciplinary emphasis                                                                                                     |
|----------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Cycle B Autumn | What can the census tell us about local areas?               | A local history study                                                                              | Use census data and local sources to investigate continuity and change in Cavendish/local communities; evaluate the limits of evidence. |
| Cycle B Spring | What is the legacy of the ancient Greek civilisation?        | Ancient Greece: achievements and influence on the western world                                    | Democracy, society, culture and legacy; weigh significance and compare sources and interpretations.                                     |
| Cycle B Summer | Unheard histories: Who should go on the £10 banknote?        | Historically significant people; supports a post-1066 thematic study and disciplinary depth        | Historical significance, representation, diversity and interpretation; construct and defend an evidence-based argument.                 |
| Cycle A Autumn | Were the Vikings raiders, traders or something else?         | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | Raid, trade, settlement, power and interpretation; challenge stereotypes using a range of evidence.                                     |
| Cycle A Spring | What was life like in Tudor England?                         | A study of an aspect or theme in British history extending beyond 1066                             | Social history, monarchy, religion and daily life; evaluate sources and recognise contrasting experiences.                              |
| Cycle A Summer | What was the impact of World War 2 on the people of Britain? | A study of an aspect or theme in British history extending beyond 1066                             | Cause, consequence and lived experience; use testimony, images and records to evaluate impact and diversity of experience.              |

## Owls mixed-age adaptation

- Year 5 pupils receive modelling and structured support for source evaluation and extended conclusions. Year 6 pupils should increasingly select evidence, address counterarguments and qualify claims.
- Pupils should distinguish between what a source shows, what can reasonably be inferred and what remains uncertain.
- Written outcomes should demonstrate secure chronology and historical reasoning; quantity of writing must not replace disciplinary thinking.

# National Curriculum Coverage Matrix

Explicit evidence for mixed-age inspection and subject leadership

## Key Stage 1 coverage across the Robins two-year cycle

| Statutory requirement                                                                        | Where evidenced                                                                                             | Judgement                          |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------|
| Develop awareness of the past; use common words and phrases relating to the passing of time. | All Robins units; especially What is history? and How am I making history?                                  | Fully covered and revisited        |
| Know where people and events fit within a chronological framework.                           | Personal timelines, toys, school, monarchy and flight sequences.                                            | Fully covered and revisited        |
| Identify similarities and differences between ways of life in different periods.             | School, toys, monarchy and flight.                                                                          | Fully covered                      |
| Use a wide vocabulary of everyday historical terms.                                          | Explicit vocabulary in every Kapow unit and timeline work.                                                  | Fully covered                      |
| Ask and answer questions; use stories and other sources to show understanding.               | Photographs, artefacts, stories, testimony and images across all units.                                     | Fully covered and revisited        |
| Changes within living memory.                                                                | How am I making history?; How have toys changed?; How was school different in the past?                     | Fully covered                      |
| Events beyond living memory significant nationally or globally.                              | How did we learn to fly?; monarchy-related events.                                                          | Fully covered                      |
| Lives of significant individuals who contributed to national and international achievements. | How did we learn to fly?; What is a monarch?                                                                | Fully covered                      |
| Significant historical events, people and places in the locality.                            | Cavendish/local evidence embedded in How was school different in the past? and personal/local history work. | Explicit local adaptation required |

## Key Stage 2 content coverage across Wrens and Owls

| Statutory content requirement                                            | Where evidenced                                                                                         | Judgement          |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------|
| Changes in Britain from the Stone Age to the Iron Age                    | Wrens Cycle B Autumn                                                                                    | Covered            |
| The Roman Empire and its impact on Britain                               | Wrens Cycle B Spring                                                                                    | Covered            |
| Britain's settlement by Anglo-Saxons and Scots                           | Wrens Cycle B Summer                                                                                    | Covered            |
| The Viking and Anglo-Saxon struggle for the Kingdom of England           | Owls Cycle A Autumn                                                                                     | Covered            |
| A local history study                                                    | Owls Cycle B Autumn: census and local areas, adapted to Cavendish/local sources                         | Covered            |
| A study of an aspect or theme in British history extending beyond 1066   | Wrens: children's lives; Owls: Tudor England and World War 2; unheard histories supports thematic depth | Covered repeatedly |
| Achievements of the earliest civilisations; depth study of Ancient Egypt | Wrens Cycle A Spring                                                                                    | Covered            |
| Ancient Greece: achievements and influence on the western world          | Owls Cycle B Spring                                                                                     | Covered            |
| A non-European society contrasting with British history                  | Wrens Cycle A Summer: Maya civilisation                                                                 | Covered            |

# Historical Disciplinary Knowledge and Implementation

## How pupils learn to think and work as historians

| Disciplinary concept      | Progression expectation                                                                                       | Where visible                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Chronology                | Place units, people and events on timelines; use dates, periods and duration; connect studies across phases.  | All units; especially personal chronology, British sequence and thematic studies.           |
| Evidence                  | Ask questions of artefacts, images, texts, testimony, datasets and archaeological evidence; recognise limits. | Toys, school, Egypt, census, Romans, Anglo-Saxons, WW2 and all enquiry tasks.               |
| Cause and consequence     | Explain why events happened and their short- and long-term effects.                                           | Flight, Romans, Anglo-Saxons, Vikings, Maya, Tudor and WW2 studies.                         |
| Change and continuity     | Identify what changed, what remained and the pace or scale of change.                                         | Personal history, toys, school, children's lives, census/local history and British studies. |
| Similarity and difference | Compare societies, experiences and periods without assuming everyone experienced the past in the same way.    | School, monarchy, Egypt, Maya, Greece, Tudor England and WW2.                               |
| Historical significance   | Explain why people, events or developments are remembered and debate criteria for significance.               | Flight, monarchy, Greece, Maya, £10 banknote and WW2.                                       |
| Interpretations           | Recognise that accounts of the past differ and evaluate how and why interpretations are constructed.          | Romans, Anglo-Saxons, Vikings, Greece, unheard histories and UKS2 enquiries.                |

### Assessment and evidence

- Use low-stakes retrieval to check chronology, vocabulary and substantive knowledge throughout each unit.
- Retain a purposeful range of evidence: timelines, annotated sources, enquiry notes, discussion records and final conclusions.
- Assess whether pupils can use knowledge to answer the enquiry question and support claims with evidence.
- End-of-unit judgements should identify whether pupils are working towards, meeting or exceeding the phase expectation.

### Inclusion

- Pre-teach vocabulary, use visual timelines, chunk source material and provide oral rehearsal and structured prompts where required.
- Adapt access, not ambition: all pupils should encounter the central people, events, concepts and enquiry question.
- Use objects, images, drama and storytelling to strengthen access for pupils with SEND and younger pupils in mixed-age classes.

### Subject leadership and monitoring

- Check that the correct cycle and complete Kapow unit are followed and that all three classes maintain visible chronology.
- Sample whether local history is genuinely rooted in Cavendish and the surrounding area, not treated generically.
- Use pupil voice to test recall, chronological connections, source reasoning and understanding of enquiry questions.
- Monitor the experience of disadvantaged pupils and pupils with SEND through books, discussion and lesson visits.

### Statutory source links

**National Curriculum in England: History programmes of study (KS1 and KS2):** <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

**Early Years Foundation Stage statutory framework:** <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

## Kapow National Curriculum Alignment and Progression

Exact mixed-age evidence drawn from Kapow Primary's National Curriculum coverage document

## How progression is structured

Kapow organises historical learning through substantive and disciplinary strands. Historical knowledge is built when topic knowledge, chronological awareness and substantive concepts are shaped through historical enquiry and disciplinary concepts.

- Substantive knowledge: topic knowledge, chronological awareness and recurring abstract concepts such as civilisation, empire, monarchy, parliament, invasion, settlement, trade and legacy.
- Disciplinary knowledge: historical enquiry and the concepts of evidence, interpretation, cause and consequence, continuity and change, similarity and difference, and significance.
- The two-year mixed-age sequence is cumulative: pupils revisit the same disciplinary approaches while applying them to increasingly complex periods, sources and arguments.
- Teachers must preserve the Kapow enquiry sequence and lesson order so that prior knowledge is deliberately revisited and deepened.

## EYFS progression into Key Stage 1

| EYFS Past and Present entitlement                                                             | How it is developed in Robins                                                               | Progression into KS1 History                                      |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <b>Talk about the lives of people around them and their roles in society.</b>                 | Family, community and familiar-role discussion; Remembrance and local-school opportunities. | Significant individuals, monarchy, local people and places.       |
| <b>Know similarities and differences between things in the past and now.</b>                  | Compare photographs, toys, transport, school and family experiences.                        | Changes within living memory; similarity, difference and change.  |
| <b>Understand the past through settings, characters and events in books and storytelling.</b> | Historical stories, picture evidence, role play and simple timelines.                       | Events beyond living memory; chronological framework and enquiry. |

## Exact Key Stage 1 content coverage across Robins

| Statutory subject content                                                                      | Kapow Cycle A units                                                        | Kapow Cycle B units                                                         | Cavendish assurance                                             |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------|
| <b>Changes within living memory</b>                                                            | How am I making history?; How have toys changed?; How did we learn to fly? | What is history?; How was school different in the past?; What is a monarch? | Repeated and progressively deepened across both cycles.         |
| <b>Events beyond living memory significant nationally or globally</b>                          | How did we learn to fly?                                                   | What is a monarch?                                                          | Explicitly covered in both cycles.                              |
| <b>Lives of significant individuals who contributed to national/international achievements</b> | How did we learn to fly?                                                   | What is a monarch? and optional Remembrance collection                      | Significance and comparison are taught through named people.    |
| <b>Significant historical events, people and places in the locality</b>                        | How am I making history? with a Cavendish/local dimension                  | What is history?; How was school different in the past?; What is a monarch? | Local evidence must be made explicit in resources and outcomes. |

## Exact Key Stage 2 statutory content coverage

| National Curriculum requirement                                              | Kapow unit providing coverage                                                     | Class / teaching cycle                     | Coverage status                            |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------|
| <b>Changes in Britain from the Stone Age to the Iron Age</b>                 | Would you prefer to have lived in the Stone, Bronze or Iron Age?                  | Wrens - Cavendish B 2026/27 (Kapow Y3/4 A) | Covered                                    |
| <b>The Roman Empire and its impact on Britain</b>                            | Why did the Romans invade and settle in Britain?                                  | Wrens - Cavendish B 2026/27 (Kapow Y3/4 A) | Covered                                    |
| <b>Britain's settlement by Anglo-Saxons and Scots</b>                        | What changed in Britain after the Anglo-Saxon invasion?                           | Wrens - Cavendish B 2026/27 (Kapow Y3/4 A) | Covered                                    |
| <b>Viking and Anglo-Saxon struggle for the Kingdom of England</b>            | Were the Vikings raiders, traders or settlers?                                    | Owls - Cavendish A 2027/28 (Kapow Y5/6 A)  | Covered                                    |
| <b>A local history study</b>                                                 | What can the census tell us about local areas?                                    | Owls - Cavendish B 2026/27 (Kapow Y5/6 B)  | Covered - must use Cavendish/local sources |
| <b>An aspect or theme in British history extending knowledge beyond 1066</b> | How have children's lives changed?; Tudor England; World War 2; Unheard histories | Across Wrens and Owls cycles               | Covered and revisited                      |
| <b>Achievements of the earliest civilisations and a depth study</b>          | What was important to ancient Egyptians?                                          | Wrens - Cavendish A 2027/28 (Kapow Y3/4 B) | Covered                                    |
| <b>Ancient Greece: life, achievements and influence</b>                      | What is the legacy of the ancient Greek civilisation?                             | Owls - Cavendish B 2026/27 (Kapow Y5/6 B)  | Covered                                    |
| <b>A non-European society contrasting with British history</b>               | How did the achievements of the Ancient Maya impact their society and beyond?     | Wrens - Cavendish A 2027/28 (Kapow Y3/4 B) | Covered                                    |

## Progression through the disciplinary concepts

| Disciplinary strand                    | Robins EYFS/Y1/Y2                                                                                             | Wrens Y3/4                                                                                                     | Owls Y5/6                                                                                                          |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Chronological awareness</b>         | Sequence familiar events; use past/present and simple time language; place people/events on simple timelines. | Use dates, periods and duration; connect Stone Age-Roman-Anglo-Saxon chronology and compare ancient societies. | Relate local, British and world studies across overlapping timescales; identify long-term developments and legacy. |
| <b>Historical enquiry and evidence</b> | Ask questions of photographs, objects, stories and simple accounts; distinguish then and now.                 | Use archaeological, written and visual sources; make supported inferences and identify limits of evidence.     | Evaluate provenance, usefulness and limitation; select evidence independently and qualify conclusions.             |
| <b>Interpretations</b>                 | Recognise that stories or pictures may present the past differently.                                          | Compare accounts and explain why interpretations may differ.                                                   | Evaluate how and why interpretations are constructed; address competing claims and uncertainty.                    |
| <b>Cause and consequence</b>           | Give simple reasons why change happened and what happened as a result.                                        | Explain multiple causes and consequences, including invasion, settlement and technological change.             | Prioritise and link causes; distinguish short- and long-term consequences and unintended effects.                  |
| <b>Continuity and change</b>           | Identify what stayed the same and what changed in toys, school, transport and family life.                    | Describe and explain patterns of change across periods and societies.                                          | Analyse pace, extent and significance of change across local, national and international contexts.                 |
| <b>Similarity and difference</b>       | Compare people, objects and ways of life using clear evidence.                                                | Compare societies and groups within and across periods.                                                        | Construct nuanced comparisons, avoiding overgeneralisation and recognising diversity within societies.             |
| <b>Historical significance</b>         | Explain why a person or event is remembered.                                                                  | Use criteria to judge importance and impact.                                                                   | Evaluate significance from different perspectives and over different timescales.                                   |

## National Curriculum aims: whole-school assurance

- Coherent chronological narrative of Britain: secured through the British sequence from prehistory, Romans and Anglo-Saxons to Vikings, Tudors and the Second World War.
- History of the wider world: secured through Ancient Egypt, Ancient Maya and Ancient Greece, alongside global and diverse historical figures.
- Historically grounded abstract terms: revisited through monarchy, empire, civilisation, invasion, settlement, parliament, trade, democracy and legacy.
- Historical concepts: every Kapow enquiry requires pupils to apply continuity/change, cause/consequence, similarity/difference and significance.
- Methods of historical enquiry and interpretations: pupils use increasingly complex evidence and learn why accounts of the past can differ.
- Historical perspective: pupils connect local, regional, national and international history across cultural, economic, military, political, religious and social contexts.

Cavendish CE Primary School follows Kapow Primary's mixed-age History curriculum. The curriculum is organised as a two-year rolling programme for Robins EYFS/Y1/Y2, Wrens Y3/4 and Owls Y5/6. The exact Kapow units collectively provide full coverage of the statutory History subject content and National Curriculum aims. Progression is secured through the planned

development of topic knowledge, chronological awareness, substantive concepts, historical enquiry and disciplinary concepts. Teachers follow the named units and lesson sequence, make the local-history dimension explicit, and adapt access and scaffolding without reducing the intended historical knowledge or enquiry.

## Source documents used

- Kapow Primary: History long-term plan - mixed-age.
- Kapow Primary: History National Curriculum coverage - mixed-age, updated 26 June 2025.
- Department for Education: National Curriculum in England - History programmes of study.
- Department for Education: EYFS statutory framework - Understanding the World: Past and Present.