

Long term plan is below followed by the structure of each unit and then the knowledge organiser. Each unit has an assessment. Teachers should give it to the pupils cold at the beginning of the unit and then again at the end of the unit. The assessment will show what the pupils have learnt and what teachers need to recover in their next unit.

Our Vision:

At St Paul's, we seek to provide pupils with the essential knowledge they need to be educated citizens in tomorrow's world. It reflects our vision that every child will be supported to achieve their full potential, growing into the person God wants them to be and flourishing in His love.

Our curriculum is rooted in a rich knowledge and understanding of our history and heritage, our culture and community and our local challenges and opportunities. Our intent is to make a real difference to children's lives, raising their own and others' aspirations, securing educational success and deepening their knowledge and love of self and others around them.

We seek to develop our children's awe and wonder, their self confidence and their ability to be an 'agent of change'. We want our children to know their world, to keep themselves safe and healthy, to live economically, to 'set the world on fire'.

The intent of our History Curriculum at St Paul's

Our high-quality History education at St Paul's aims to inspire pupils' curiosity to know more about the past, developing a knowledge and understanding of Britain's past and that of the wider world. Pupils should develop key skills including asking perceptive questions, thinking critically, weighing up evidence, sifting arguments and developing perspective and judgement.'

The aims for implementation of our curriculum for History at St Paul's

To ensure that all pupils:



- Know and understand history as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have changed the nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspect of 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 and difference and use them to make connections, draw contrasts, analyse trends, pose historically-valid questions and create their own structured accounts, including written accounts and analyses.
- 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-term and long-term timescales.

Reception Year (EYFS)

During the Early Years Foundation Stage children will develop their historical understanding throughout the year as part of story-based projects. A large emphasis is placed upon developing children's vocabulary through texts and first-hand experiences. This will begin with exploring the concept of the past using recent events from their own lives e.g. when they visited school on transition visits. As the year progresses children will investigate changes, figures and events beyond their own lifetime. They will be able to explore a range of historical artefacts, use a variety of texts and visit a museum to develop their understanding of the past. This will provide opportunities to discuss how familiar things have changed over time e.g. transport, household objects in a range of contexts in relation to both core stories and the children's own interests. The development of these enquiry skills will prepare children for learning about key historical changes, figures and events as they progress onto the National Curriculum in Year 1.

Early Years Foundation Stage Framework (2021)
Educational Programmes: Understanding the World

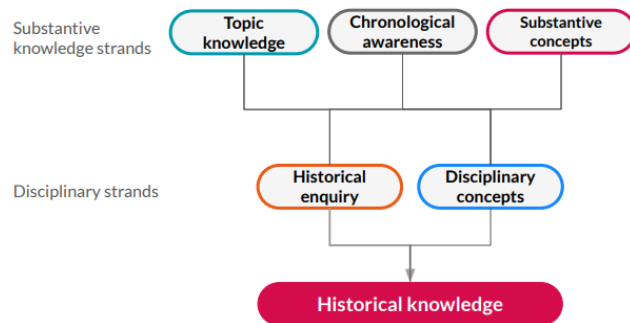
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: Past and Present

Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

The Three I's.

History is taught in blocks throughout the year, so that children achieve depth in their learning, by knowing more and remembering more over time. All year groups follow the History long term plan, which has been aligned with the national curriculum. The history subject lead has identified key topics that the children will cover from Year One to the end of their primary journey in Year Six. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Our scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do. We have identified the following key strands:



Our scheme of work emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do. Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives. Children will further develop their awareness of the past in Key stage 1 and will know where

people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. There are two EYFS units focused on each of the history-related Development matters statements. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes or topics. In Key stage 1 and 2, units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions. Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

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

Disciplinary concepts

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through our scheme of work, they will create their own historical enquiries to study using sources and the skills they have developed. Children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods. [We have five golden threads running through our curriculum: Chronology & change over time; Power, Leadership and Monarchy; Society, Everyday Life & Lived Experience; Beliefs, Culture & Interaction Between Civilisations; Historical Significance, Evidence & Interpretation.](#)

Chronology & change over time	Power, Leadership and Monarchy;	Society, Everyday Life & Lived Experience	Culture & Interaction Between Civilisations	Historical Significance, Evidence Interpretation
From <i>"How am I making history?"</i> in EYFS to WWII and the Tudors in Y6, pupils are constantly building a sense that: - time passes - life changes (and sometimes stays the same) - periods connect into a bigger story This thread grows from personal timelines → national chronology → global context.	- Introduced simply (kings/queens, monarchy ideas), then deepened through: - Romans, Anglo-Saxons, Vikings - Tudors and WWII leadership - debates about power, democracy and authority - By Upper KS2, pupils are questioning who holds power, how, and why it matters.	- toys, school, holidays - working children, health, leisure - civilians in wartime, census records History isn't just "what happened" but <i>what life was like for ordinary people</i>.	- Running from early societies to global connections: prehistoric belief systems - Romans, Christianity, Anglo-Saxons - Maya, Egyptians, empire, global Britain This thread helps children see how beliefs, culture and contact between groups shape societies.	Starts small and gets sophisticated: - What is history? Who makes it? - Using sources, artefacts, oral history - Judging significance (e.g. £10 banknote debate) By Y6, pupils aren't just learning history — they're <i>thinking like historians</i>.

These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History. Our scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding

of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied. Guidance for how to adapt the teaching is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

Why have we chosen to follow and adapt KAPOW's history curriculum to suit the needs of our children?

The Kapow History curriculum has been chosen as it provides a well-sequenced, knowledge-rich framework that enables pupils to build secure chronological understanding and disciplinary thinking over time. Its enquiry-led approach supports pupils in developing substantive and disciplinary knowledge while encouraging historical curiosity and critical thinking. The curriculum is deliberately adapted to reflect Plymouth's local context, allowing pupils to make meaningful connections between national and global history and their own locality. Plymouth's maritime heritage, experiences of conflict, exploration and migration, and its role in events such as the Tudor period and the Second World War are woven into units to deepen relevance and engagement. This ensures pupils understand how their local history contributes to Britain's wider historical narrative. The flexibility of the Kapow curriculum enables teachers to adapt content, sources and outcomes to meet the needs of all learners, including SEND and disadvantaged pupils, without compromising ambition. As a result, pupils develop a coherent understanding of the past, a strong sense of place, and the knowledge and skills needed to think and work as historians.

Local history:

Local history is embedded purposefully within the curriculum rather than taught as a standalone or tokenistic unit. Through the curriculum, local Plymouth history is meaningfully linked to national and global historical enquiries, enabling pupils to see how their locality contributes to wider historical narratives. Plymouth case studies, such as its maritime heritage, role in exploration, experiences of conflict and civilian life during the Second World War, are used to deepen understanding of key historical concepts including power, significance, continuity and change. This approach ensures that local history strengthens pupils' substantive knowledge and disciplinary thinking, making learning relevant, coherent and rooted in a strong sense of place. Other examples include: **Romans / invasion** → Compare Roman Britain with later naval defence of Plymouth; **Tudors** →

Plymouth as a Tudor port; Drake and maritime power; **WWII** → Plymouth Blitz alongside national evacuation stories; **Significance** → “Who is more significant to Plymouth: Drake or Churchill?”

Enquiry-led structure supports adaptation for all learners

The enquiry-led structure of the curriculum supports adaptation for all learners by allowing teachers to tailor lessons to pupils’ needs without compromising curriculum intent. Lessons encourage investigation, discussion, and the use of a range of sources, which can be simplified, scaffolded, or extended depending on learners’ abilities. For example, local Plymouth sources such as photographs, maps, oral histories, and census records can be used to make abstract historical concepts concrete and meaningful. This approach benefits SEND and EAL pupils by connecting learning to familiar contexts, reducing cognitive load, and promoting engagement, while ensuring all pupils develop the knowledge, skills, and confidence to think and work like historians.

Built-in flexibility without loss of rigour

The curriculum offers built-in flexibility without compromising rigour, enabling teachers to adapt content and examples to suit the needs and interests of their pupils. In a Plymouth context, this allows local history—such as the city’s dockyards, naval heritage, and experiences during the Blitz—to be woven into national and global enquiries, making learning more relevant and engaging. Teachers can adjust sources, questioning, and outcomes to provide additional support or challenge, ensuring all pupils can access and deepen their historical understanding. This balance of structure and adaptability maintains high expectations while promoting meaningful, contextualised learning for every learner.

Supports inclusive, culturally responsive history teaching

The curriculum supports inclusive and culturally responsive history teaching by ensuring that a wide range of perspectives and experiences are represented and explored. In Plymouth, this enables pupils to study local communities’ diverse histories, including migration, maritime trade, and the contributions of underrepresented groups, alongside national and global narratives. By connecting historical enquiry to pupils’ own lives and surroundings, the curriculum fosters engagement, belonging, and understanding of multiple viewpoints. This approach helps all learners see themselves reflected in history, encourages critical thinking about whose stories are remembered, and develops the knowledge and skills to think and work as historians in an inclusive and culturally aware way.

How does the curriculum align with the national curriculum?

The History curriculum is fully aligned with England's National Curriculum, ensuring pupils build both substantive knowledge of key events, people, and concepts, and disciplinary skills in historical enquiry, interpretation, and critical thinking. From EYFS through KS2, pupils develop chronological understanding, explore local, national, and global history, and study themes such as society, power, empire, and conflict. The curriculum is enriched with Plymouth-specific contexts, including maritime heritage, industrial development, and the Second World War, making learning relevant and engaging while maintaining statutory coverage. Its enquiry-led and flexible structure allows adaptation for all learners without compromising rigour, supporting a coherent, knowledge-rich, and culturally responsive history curriculum. It covers the key stages' expectations:

EYFS/KS1: Pupils learn about their own history, everyday life in the past, and significant people and events, meeting the statutory focus on chronological understanding, changes within living memory, and local history.

Lower KS2 (Years 3-4): Units develop pupils' knowledge of early civilizations, Romans, Anglo-Saxons, and the impact of cultural interactions, reflecting national curriculum aims for broader chronological awareness, society, beliefs, and technological change.

Upper KS2 (Years 5-6): Pupils study complex societies, power, empire, democracy, and conflict, using primary and secondary sources to evaluate significance, aligning with the National Curriculum's emphasis on historical enquiry, interpretation, and the ability to make connections across periods.

Substantive and disciplinary knowledge:

The History curriculum develops both **substantive** and **disciplinary** knowledge, ensuring pupils know **what happened** and **how to think like historians**. Substantive knowledge is built through the study of key events, people, places, and themes across time, from personal and family history in EYFS/KS1 to Romans, Tudors, WWII, and Plymouth's local heritage in KS2. Disciplinary knowledge is developed through historical enquiry, interpretation of sources, evaluation of evidence, chronological reasoning, and understanding significance, enabling pupils to ask questions, draw connections, and make informed judgements. This dual approach ensures learning is knowledge-rich, coherent, and equips pupils with the skills to investigate and understand history critically. Some examples include:

Substantive knowledge	Disciplinary knowledge
EYFS/KS1: personal and family history, everyday life, significant individuals like the Wright brothers. Lower KS2: Romans, Anglo-Saxons, Maya, and Ancient Egyptians; changes in society, technology, and belief systems. Upper KS2: Tudors, Vikings, WWII, local Plymouth history, empire, and democracy.	Chronological understanding: sequencing events, creating timelines, and seeing long arcs of change. Historical enquiry: asking questions, investigating sources, analysing artefacts, and interpreting evidence. Interpretation & critical thinking: evaluating reliability, comparing perspectives, and forming judgements about significance (e.g., who deserves to appear on the £10 banknote). Connecting local to national/global history: using Plymouth's local context to understand broader patterns of society, migration, power, and conflict.

2025 - 2026 Long term plan:

In the 2025–2026 academic year, we are using a mixture of units from both Curriculum A and Curriculum B to reflect recent changes to the history curriculum. This approach allows us to carefully select and sequence content to ensure continuity and progression, while making sure that pupils acquire the substantive and disciplinary knowledge they need by the end of Year 6. By blending units, we can cover essential historical periods, concepts, and skills, while also maintaining opportunities for local contextualisation and enquiry-based learning. This ensures that pupils leave Key Stage 2 with a coherent understanding of history, a secure grasp of chronology, and the ability to think and work like historians.

Year group	Autumn term	Spring term	Summer Term
R/1		Peek into the past	Adventures through time
Y1/Y2 - Cycle B	What is History?	How was school different in the	What is a monarch?

		past?	
Y3/Y4 - Cycle B	How have Children's lives Changed?	What did the ancient Egyptians believe?	How did the achievements of the ancient Maya impact their society and beyond?
Y5/Y6 - Cycle 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?

Reception/Y1 - Cycle A	Peek into the past	Adventures through time
Substantive knowledge	In the “Peek into the Past” unit, pupils develop substantive knowledge of their own personal history, everyday life, and familiar events, including reflections on memories, routines, and images of the past. They learn to recognise change over time and identify similarities and differences between past and present experiences.	In the “Adventures Through Time” unit, pupils develop substantive knowledge by exploring events, people, and places beyond their own experiences, including family, community, and early national history. They learn about how life has changed over time, everyday routines in the past, and the impact of significant events and individuals.
Disciplinary knowledge	The unit also develops disciplinary knowledge, enabling pupils to observe, compare, sequence events, and reflect on their own and others’ experiences, beginning to think like historians.	The unit also develops disciplinary knowledge by encouraging pupils to observe and compare different periods, sequence events, ask questions about the past, and discuss similarities and differences between then and now, building the foundations of historical thinking.
EYFS learning goals	This learning links directly to the EYFS Early Learning Goals, particularly Understanding the World – Past and Present, while also supporting Communication and Language, Personal, Social and Emotional Development, and Expressive Arts and Design	This learning links directly to the EYFS Early Learning Goals, particularly Understanding the World – Past and Present, while also supporting Communication and Language,

	through discussion, reflection, and engagement with images and artefacts	Personal, Social and Emotional Development, and Expressive Arts and Design through discussion, reflection, and engagement with images, stories, and artefacts.
--	--	--

Y1/Y2 - Cycle B	What is History?	How was school different in the past?	What is a monarch?
Substantive knowledge	In the "What Is History?" unit, pupils develop substantive knowledge by exploring the concept of history, understanding that the past is made up of events, people, and changes over time, and recognising that they can be part of history themselves. They learn about simple concepts such as timelines and sequencing events.	In the "How Was School Different in the Past?" unit, pupils develop substantive knowledge by learning about school life in earlier times, including differences in routines, classroom rules, learning materials, and the experiences of children. They gain an understanding of change over time and the impact of society on everyday life.	In the "What Is a Monarch?" unit, pupils develop substantive knowledge by exploring the role of a monarch, learning about the position of kings and queens, and understanding their influence on society and key historical events. They also learn about simple succession and continuity of leadership.
Disciplinary knowledge	The unit develops disciplinary knowledge by encouraging pupils to ask questions about the past, examine sources such as photographs and artefacts, compare past and present, and discuss similarities and differences.	The unit develops disciplinary knowledge by encouraging pupils to compare past and present school experiences, examine sources such as photographs or accounts, ask questions, and make simple conclusions about cause, change, and continuity.	The unit develops disciplinary knowledge by encouraging pupils to examine sources such as portraits, stories, and images, ask questions about power and leadership, compare different rulers, and begin to make judgements about significance.

National curriculum	This aligns with the National Curriculum for History at Key Stage 1, supporting pupils' understanding of what history is, how it is studied, and the skills needed to think and work like historians from the earliest stages	This aligns with the National Curriculum for History at Key Stage 1, helping pupils understand changes within living memory and how to investigate the past using evidence.	This aligns with the National Curriculum for History at Key Stage 1, supporting pupils' understanding of significant individuals, leadership, and the use of historical sources to explore the past.
---------------------	---	---	--

Y3/Y4 - Cycle B	How have Children's Lives Changed?	What did the ancient Egyptians believe?	How did the achievements of the ancient Maya impact their society and beyond?
substantive knowledge	In the "How Have Children's Lives Changed?" unit, pupils develop substantive knowledge by exploring children's experiences across different periods, including health, education, work, and leisure, and learning about social and economic changes over time. They gain an understanding of continuity and change in everyday life.	In the "What Did the Ancient Egyptians Believe?" unit, pupils develop substantive knowledge by exploring Egyptian religion, gods and goddesses, burial practices, and beliefs about the afterlife, as well as their influence on society and culture. They learn how beliefs shaped daily life, governance, and art.	In the "How Did the Achievements of the Ancient Maya Impact Their Society and Beyond?" unit, pupils develop substantive knowledge by studying the Maya's society, achievements in mathematics, astronomy, architecture, agriculture, and writing, and how these contributed to the organisation and success of their civilisation. They also explore the influence of these achievements beyond the Maya world.

Disciplinary knowledge	The unit develops disciplinary knowledge by encouraging pupils to examine and interpret sources such as photographs, diaries, and artefacts, ask questions about similarities and differences, sequence events, and draw reasoned conclusions.	The unit develops disciplinary knowledge by encouraging pupils to examine sources such as hieroglyphs, artefacts, and tomb images, ask questions about significance and purpose, compare beliefs with other societies, and interpret evidence to understand the past.	The unit develops disciplinary knowledge by encouraging pupils to analyse artefacts, sources, and evidence, ask questions about significance and impact, compare societies, and evaluate the importance of achievements over time.
National curriculum	This aligns with the National Curriculum for History at Key Stage 2, supporting pupils' understanding of social history, cause and consequence, and historical enquiry skills.	This aligns with the National Curriculum for History at Key Stage 2, supporting pupils' understanding of cultural and religious influence, continuity and change, and developing critical historical thinking.	This aligns with the National Curriculum for History at Key Stage 2, supporting pupils' understanding of complex societies, cultural interaction, and the skills required to investigate, interpret, and think critically like historians.

Y5/Y6 - Cycle 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?
-----------------	--	--------------------------------------	--

Substantive knowledge	In the “What Can the Census Tell Us About Our Local Area?” unit, pupils develop substantive knowledge by exploring local history through census records, learning about population, occupations, household structures, and social and economic change in their community over time. They understand continuity and change in Victorian–interwar Britain and how local experiences reflect broader national trends.	In the “What Did the Greeks Ever Do for Us?” unit, pupils develop substantive knowledge by studying ancient Greek civilisation, including governance, philosophy, art, architecture, daily life, and contributions to democracy, science, and culture. They learn about the lasting impact of these achievements on later societies.	In the “The Sikh Empire” unit, pupils develop substantive knowledge by exploring the history, society, governance, religion, and achievements of the Sikh Empire, including its influence in the Indian subcontinent and interactions with other regions. They learn about key figures, events, and cultural contributions.
Disciplinary knowledge	The unit develops disciplinary knowledge by interpreting primary sources, analysing data, comparing local evidence across periods, and drawing conclusions about historical significance.	The unit develops disciplinary knowledge by analysing artefacts and sources, comparing perspectives, evaluating significance, and drawing reasoned conclusions	They learn about key figures, events, and cultural contributions. The unit develops disciplinary knowledge by examining sources, comparing perspectives, asking questions about cause, consequence, and significance, and making reasoned historical judgements.

National curriculum	This aligns with the National Curriculum for History at Key Stage 2, supporting pupils' skills in historical enquiry, source analysis, and critical thinking while connecting local and national history.	This aligns with the National Curriculum for History at Key Stage 2, supporting pupils' understanding of continuity, cultural influence, and historical enquiry skills.	This aligns with the National Curriculum for History at Key Stage 2, supporting pupils' understanding of empire, power, cultural interaction, and developing skills in historical enquiry and interpretation.
---------------------	---	---	---

2026 - 2027 Long term plan:

As a result of blending units from Curriculum A and B in 2025–2026 to respond to recent curriculum changes, we have carefully adapted the history curriculum for the 2026–2027 academic year to ensure continuity and progression. This year we will have a mixed year 4/5 class. Due to this, we have blending units from the 3/4 and 5/6 curriculum. These adaptations allow us to maintain coverage of all key periods, themes, and skills, while ensuring that pupils continue to build the substantive and disciplinary knowledge required by the end of Year 6. By reviewing sequencing, enquiry questions, and local context opportunities, we can provide a coherent, knowledge-rich curriculum that guarantees all pupils leave Key Stage 2 with a secure understanding of history, strong chronological awareness, and the ability to investigate, interpret, and evaluate historical evidence effectively

Year group	Autumn term	Spring term	Summer Term
R/1		Peek into the past	Adventures through time
Y1/Y2 - Cycle A	How am I making History?	How have toys changed?	How did we learn to fly?
Y3/Y4 - Cycle A	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	Why did the Romans Settle in Britain?	How hard was it to invade and settle in Britain?
Y4/Y5	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?
Y5/Y6 - Cycle B	What can the census tell us about our local area?	What did the Greeks ever do for us?	The Sikh Empire

Reception/Y1 - Cycle A	Peek into the past	Adventures through time
Substantive knowledge	In the "Peek into the Past" unit, pupils develop substantive knowledge of their own personal history, everyday life, and familiar events, including reflections on memories, routines, and images of the past. They learn to recognise change over time and identify similarities and differences between past and present experiences.	In the "Adventures Through Time" unit, pupils develop substantive knowledge by exploring events, people, and places beyond their own experiences, including family, community, and early national history. They learn about how life has changed over time, everyday routines in the past, and the impact of significant events and individuals.
Disciplinary knowledge	The unit also develops disciplinary knowledge, enabling pupils to observe, compare, sequence events, and reflect on their own and others' experiences, beginning to think like historians.	The unit also develops disciplinary knowledge by encouraging pupils to observe and compare different periods, sequence events, ask questions about the past, and discuss similarities and differences between then and now, building the foundations of historical thinking.
EYFS learning goals	This learning links directly to the EYFS Early Learning Goals, particularly Understanding the World – Past and Present, while	This learning links directly to the EYFS Early Learning Goals, particularly Understanding

	also supporting Communication and Language, Personal, Social and Emotional Development, and Expressive Arts and Design through discussion, reflection, and engagement with images and artefacts	the World – Past and Present, while also supporting Communication and Language, Personal, Social and Emotional Development, and Expressive Arts and Design through discussion, reflection, and engagement with images, stories, and artefacts.
--	---	--

Y1/Y2 - Cycle A	How am I making History?	How have toys changed?	How did we learn to fly?
Substantive knowledge	In the “How Am I Making History?” unit, pupils develop substantive knowledge by exploring their own lives, family history, and events within living memory, learning about changes in everyday life, significant individuals, and familiar events. They gain an understanding of basic historical concepts, such as chronology and the sequencing of events.	In the “How Have Toys Changed?” unit, pupils develop substantive knowledge by exploring everyday life in the past, including the types of toys children played with, how toys and play have changed over time, and the impact of technological and social developments on leisure. They also learn to place events and objects in simple chronological order, building an understanding of change over time.	In the “How Did We Learn to Fly?” unit, pupils develop substantive knowledge by exploring significant individuals and events in the history of flight, including early inventors, the Wright brothers, and key developments that changed how humans travel. They learn about technological progress and the impact of inventions on everyday life, building understanding of change over time and historical cause and effect.
Disciplinary knowledge	The unit also develops disciplinary knowledge	The unit develops disciplinary knowledge by	he unit also develops disciplinary

	by encouraging pupils to ask questions, observe and discuss evidence from photographs, artefacts, and stories, and compare the past with the present, building the foundations of historical enquiry.	encouraging pupils to examine and discuss artefacts and images, compare past and present experiences, ask questions, and draw conclusions based on evidence.	knowledge by encouraging pupils to examine images, artefacts, and sources; ask questions about people and events; compare past and present experiences; and begin to make simple historical judgements
National curriculum	This learning aligns with the National Curriculum for History at Key Stage 1, particularly in developing pupils' understanding of changes within living memory, the lives of significant individuals, and the use of sources to explore the past, preparing them to think and work as historians from the earliest stages of formal schooling.	This unit aligns with the National Curriculum for History at Key Stage 1, supporting pupils' understanding of changes within living memory, the use of sources to investigate the past, and the development of historical enquiry skills that form the foundations for thinking like historians.	This aligns with the National Curriculum for History at Key Stage 1, supporting pupils' understanding of significant individuals, changes within living memory, and the use of sources to investigate the past, while fostering the skills needed to think and work like historians.

Y3/4 - Cycle A	Would you prefer to live in the Stone Age, Iron	Why did the Romans Settle in Britain?	How hard was it to invade and settle in
----------------	---	---------------------------------------	---

	Age or Bronze Age?		Britain?
Substantive knowledge	In the “Would You Prefer to Live in the Stone Age, Bronze Age or Iron Age?” unit, pupils develop substantive knowledge by exploring the key features of early human societies, including settlement patterns, tools, technology, daily life, and belief systems. They learn about the similarities and differences between the Stone, Bronze, and Iron Ages and the ways in which human life changed over long periods.	In the unit, “Why Did the Romans Settle in Britain?” unit, pupils develop substantive knowledge by exploring the Roman invasion, settlement, and impact on Britain, including aspects of Roman society, technology, beliefs, and daily life. They learn about the interactions between Romans and local populations and the long-term changes these brought to culture, governance, and infrastructure.	In the “How Hard Was It to Invade and Settle in Britain?” unit, pupils develop substantive knowledge by exploring the Anglo-Saxon invasions, settlements, and society, including the challenges of migration, the establishment of communities, belief systems, and daily life. They learn about the impact of cultural change, the development of kingdoms, and continuity and change in early medieval Britain.
Disciplinary knowledge	The unit also develops disciplinary knowledge by encouraging pupils to examine artefacts, sources, and evidence from the past; ask questions about how people lived; make comparisons between periods; and form reasoned conclusions about which era might be preferable to live in.	The unit also develops disciplinary knowledge by encouraging pupils to examine and interpret artefacts, sources, and evidence; ask questions about cause and consequence; compare perspectives; and draw conclusions about the reasons for and impact of Roman settlement.	The unit also develops disciplinary knowledge by encouraging pupils to examine and interpret sources such as artefacts, images, and historical texts; compare perspectives; ask questions about cause, consequence, and significance; and draw reasoned conclusions.
National curriculum	This aligns with the National Curriculum for History at Key Stage 2, supporting pupils’	This aligns with the National Curriculum for History at Key Stage 2, supporting pupils’	This aligns with the National Curriculum for History at Key Stage 2, supporting

	understanding of changes in Britain from the Stone Age to the Iron Age, and fostering the skills needed to think critically, analyse evidence, and work as historians.	understanding of chronology, cause and consequence, and cultural interaction, while developing the skills to investigate, interpret, and think critically like historians.	pupils' understanding of chronology, settlement, cultural interaction, and societal change, while developing the skills to investigate and think critically like historians.
--	--	--	--

Y5/Y6 - Cycle B	What can the census tell us about our local	What did the Greeks ever do for us?	The Sikh Empire
-----------------	---	-------------------------------------	-----------------

	area?		
Substantive knowledge	In the “What Can the Census Tell Us About Our Local Area?” unit, pupils develop substantive knowledge by exploring local history through census records, learning about population, occupations, household structures, and social and economic change in their community over time. They develop an understanding of continuity and change in Victorian–interwar Britain and the ways local experiences connect to national and global events.	In the “What Did the Greeks Ever Do for Us?” unit, pupils develop substantive knowledge by exploring ancient Greek civilisation, including their society, governance, philosophy, art, architecture, and daily life. They learn about Greek contributions to democracy, science, sport, and culture, and the lasting impact these have had on later societies.	In the “The Sikh Empire” unit, pupils develop substantive knowledge by exploring the history, culture, and achievements of the Sikh Empire, including its governance, society, religion, and interactions with neighbouring regions. They learn about key figures, significant events, and the Empire’s influence on the Indian subcontinent and beyond.
Disciplinary knowledge	The unit also develops disciplinary knowledge by encouraging pupils to interpret and analyse primary sources, draw conclusions from evidence, compare local data across periods, and understand the significance of historical information.	The unit also develops disciplinary knowledge by encouraging pupils to examine and interpret sources and artefacts, ask questions about cause and consequence, compare perspectives, and evaluate the significance of the Greeks’ achievements.	The unit also develops disciplinary knowledge by encouraging pupils to examine and interpret sources, compare different perspectives, ask questions about cause, consequence, and significance, and draw reasoned conclusions.
National curriculum	This aligns with the National Curriculum for History at Key Stage 2, supporting pupils’ skills in historical enquiry, interpretation of sources,	This aligns with the National Curriculum for History at Key Stage 2, supporting pupils’ understanding of continuity and change,	This aligns with the National Curriculum for History at Key Stage 2, supporting pupils’ understanding of empire, power,

	and critical thinking, while helping them make meaningful connections between local and national history.	cultural influence, and historical significance, while developing the skills needed to investigate, interpret, and think critically like historians.	cultural interaction, and historical significance, while developing the skills to investigate, analyse, and think critically like historians.
--	---	--	---

How do our units link to Plymouth?

Unit	Year Group	Local Link to Plymouth
Peek into the Past	EYFS/KS1	Children reflect on their own families' history in Plymouth, including grandparents' memories and local streets or buildings.
Adventures Through Time	EYFS/KS1	Explore local historical sites like the Royal Citadel or Plymouth Hoe to link children's learning to their city.
What Is History?	Y1/Y2	Discuss local events, landmarks, and celebrations such as Plymouth's Barbican or maritime festivals.
How Was School Different in the Past?	Y1/Y2	Compare modern schools with historic Plymouth schools using archives, photographs, and uniforms.

What Is a Monarch?	Y1/Y2	Explore Plymouth's royal connections, including Tudor naval history and visits by monarchs.
How Have Toys Changed?	Y1/Y2	Investigate historic toys from Plymouth homes or museum collections at Plymouth City Museum.
How Did We Learn to Fly?	Y1/Y2	Link to Plymouth aviation or naval history, including the Plymouth Naval Air Station and WWII aircraft.
How Am I Making History?	Y1/Y2	Pupils record their own experiences in Plymouth, such as local events or family moves, showing their lives as history.
Would You Prefer to Live in the Stone Age, Bronze Age or Iron Age?	Y3/Y4	Study local Stone Age/Iron Age sites, such as Grimspound on Dartmoor or nearby hillforts.

Why Did the Romans Settle in Britain?	Y3/Y4	Explore Roman remains in Devon and Cornwall, including forts, roads, and coins found locally.
How Hard Was It to Invade and Settle in Britain?	Y3/Y4	Explore Anglo-Saxon settlements nearby and local place names reflecting early settlement patterns.
How Have Children's Lives Changed?	Y3/Y4	Compare children's lives in Plymouth during industrialisation, dockyard work, and Victorian schools.
What Did the Ancient Egyptians Believe?	Y3/Y4	Use Egyptian artefacts in Plymouth City Museum to explore ancient beliefs.
How Did the Achievements of the Ancient Maya Impact Their Society and Beyond?	Y3/Y4	Connect to Plymouth's maritime trade and global links to illustrate cultural exchange.
What Can the Census Tell Us About Our Local Area?	Y5/Y6	Use Plymouth census records, street maps, and archives to study local population, occupations, and social change.

What Did the Greeks Ever Do for Us?	Y5/Y6	Explore Plymouth civic architecture or local sports clubs influenced by Greek culture and democratic ideas.
The Sikh Empire	Y5/Y6	Link to local Sikh communities and Plymouth's historic maritime trade with India.
Tudors: Power and Monarchy	Y5/Y6	Study Plymouth's Tudor naval history, including Drake, the Armada, and the Royal Citadel.
Vikings: Invasion, Settlement and Society	Y5/Y6	Explore Viking raids or settlements in Devon and Cornwall, connecting to the regional history of Plymouth.
World War II: Causes, Conflict and the Home Front	Y5/Y6	Examine Plymouth during the Blitz, evacuees, and civilian experiences as a local connection to WWII history.

