



History

History Curriculum

The aim of our curriculum is to develop children's experiences and understanding of the richness of History, inspiring and igniting their curiosity about the past. To equip pupils to think critically; ask perceptive questions; examine evidence; sift arguments and develop perspective and judgement.

High-quality History learning inspires in children a curiosity and fascination about how civilisations and events have shaped the past and continue to impact the future.

Children's learning should be enriched with high quality resources and access to experts, either through visits or visitors to school.

Scheme Used

At Benson we follow the Kapow scheme. Kapow Primary's History scheme of work aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. Kapow Primary's History scheme of work enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum. For EYFS, the activities allow pupils to work towards the Understanding the world Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1.

Teaching of History

History is taught using the Kapow scheme for three terms of the year. These units are planned to link in with other subject areas, where possible. Visits out of school may be planned to support learning for some units.

Support and Adaptions for Children with SEND

History learning is adapted for pupils with SEND by:

- Simplifying timelines.

- Use of additional visual aids.
- Pre-teaching of key vocabulary and presenting some key vocabulary visually.
- Allowing children to present work orally or pictorially.
- Varying independent, paired work and group work, allowing children to work collaboratively with their peers.
- Use of video clips, songs and stories to support/reinforce key learning and vocabulary.

Recording of Work and Assessment

Recording of Work

- In Reception, History learning is captured in a whole class floor book.
- In years 1 - 6, each child records their learning in their own Humanities exercise book, which encompasses both their History and Geography learning.
- Every unit of learning has a cover page showing whether the unit of learning is a History or Geography topic and includes details of key learning (skills and knowledge) and some key vocabulary.

Other Assessment

- Each lesson starts with a recap and recall activity, to allow teachers to assess prior knowledge, and ends with a wrap up session to recall learning from the lesson.
- A variety of other assessment methods are utilised during lessons, eg through comparing images of past and present, oral presentations, group work, ordering events on a timeline and mind-mapping.
- Each unit has knowledge catchers and skills catchers that allow assessments of children's ability to apply their learning to more open-ended questions. These can be used at the beginning and end of each unit.
- Key Stage 2 units include an end of unit quiz with multiple choice questions.

Structure of the History Curriculum

Due to our class structures, topics in History are being taught on a two-year cycle. The two-year cycle has been created after reviewing and reflecting the knowledge and skills children in each year group have learnt previously. We ensure learning in EYFS meets the needs of the EYFS curriculum and provides a strong foundation for learning as children transition into Year 1 by establishing a strong understanding of historical knowledge and skills, linked to the EYFS curriculum.

Knowledge & Skills Progression 2025-2026

R	Term 1	Term 3	Term 5
Units	Peeking into the past	Transport through the ages	Adventures through time

Y1&2	Term 1	Term 3	Term 5
Units	What Is History?	How was school different in the past?	What is a Monarch?

Y3&4	Term 1	Term 2	Term 6
Units	How did the achievements of the ancient Maya impact their society and beyond?	What did the ancient Egyptians believe?	How have children's lives changed?

Y5&6	Term 1	Term 3	Term 5
Units	Who should go on the banknote?	What did the Greeks ever do for us?	What was the impact of WW2 on the people of Britain?

Knowledge & Skills Progression 2026-2027

R	Term 1	Term 2	Term 3
Units	Peeking into the Past	Transport Through the Ages	Adventures through Time

Y1&2	Term 1	Term 3	Term 5
Units	How am I making History?	How Have Toys Changed?	How Did we Learn to Fly?

Y3&4	Term 1	Term 3	Term 5
Units	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?

Y5&6	Term 1	Term 3	Term 5
Units	Were the Viking raiders, traders or something else?	What was life like in Tudor England?	What can the census tell us about the local area?

Knowledge & Skills Progression 2027-2028

R	Term 1	Term 2	Term 3
Units	Peeking into the Past	Transport Through the Ages	Adventures through Time

Y1&2	Term 1	Term 3	Term 5
Units	What is History?	How was school different in the past?	What is a Monarch?

Y3&4	Term 1	Term 3	Term 5
Units	How did the achievements of the ancient Maya impact their society and beyond?	What did the ancient Egyptians believe?	How have children's lives changed?

Y5&6	Term 1	Term 3	Term 5
Units	Who should go on the banknote?	What did the Greeks ever do for us?	What was the impact of WW2 on the people of Britain?