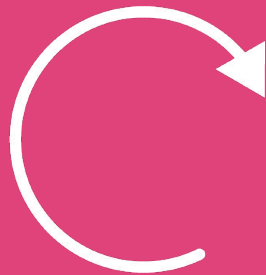


*History*



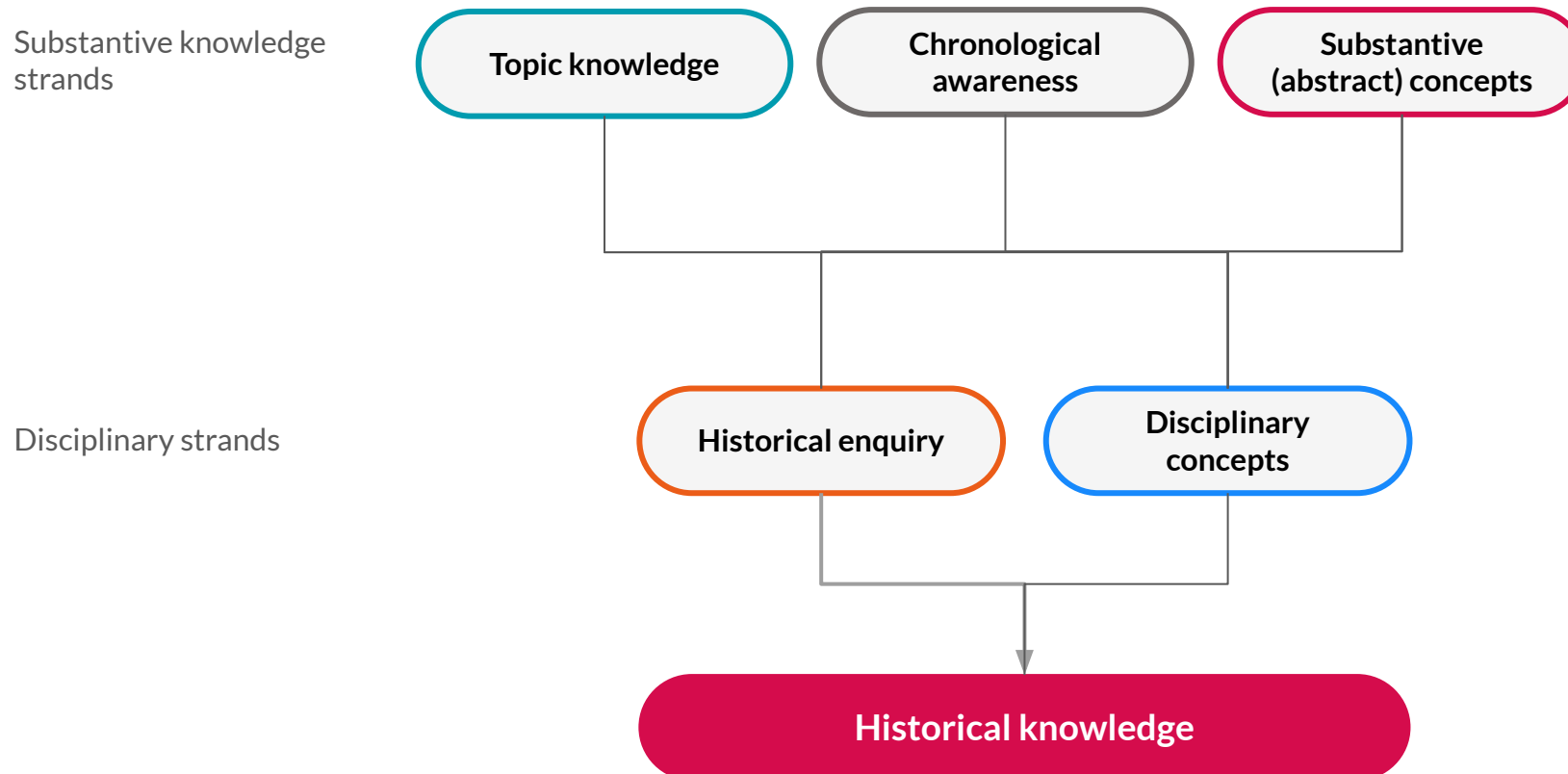
*Kapow  
Primary™*

**National curriculum  
coverage – mixed-age**

# Introduction

Kapow Primary's mixed-age scheme for History offers full coverage of the KS1 and KS2 History curriculum and this document shows both the National curriculum History subject content also the **National curriculum History aims** for each key stage. It shows which Kapow Primary units support pupils in working towards the relevant end of key stage targets. The final pages highlight cross-curricular links between each unit and other curriculum subjects.

We have further organised our content into substantive knowledge strands and disciplinary knowledge strands to ensure progression in all of these areas and to reflect the fact that 'knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.' (Ofsted research review series: History, 2021). See our [History: Long-term plan - mixed-age](#) for more information on curriculum design and progression within each of these strands.



# Development matters across Kapow Primary's units - EYFS: Reception

<b>Development matters statements: Understanding the world</b> Children in reception will be learning to:	<u><a href="#">Peek into the past</a></u>	<u><a href="#">Adventures through time</a></u>
Talk about members of their immediate family and community.		✓ <u><a href="#">Activity 1: Family tree</a></u>
Name and describe people who are familiar to them.	✓ <u><a href="#">Activity 1: Can you guess who?</a></u>	✓ <u><a href="#">Activity 1: Family tree</a></u>
Explore the natural world around them.		
Describe what they see, hear and feel whilst outside.		
Compare and contrast characters from stories, including figures from the past.		✓ <u><a href="#">Activity 1: Family tree</a></u> ✓ <u><a href="#">Activity 2: My achievements</a></u> ✓ <u><a href="#">Activity 3: Treasure box</a></u> ✓ <u><a href="#">Activity 4: Picture detective</a></u> ✓ <u><a href="#">Activity 5: Transport through time</a></u>
Comment on images of familiar situations in the past.	✓ <u><a href="#">Activity 1: Can you guess who?</a></u> ✓ <u><a href="#">Activity 2: Past and present</a></u> ✓ <u><a href="#">Activity 3: My life timeline</a></u> ✓ <u><a href="#">Activity 4: Toy box</a></u> ✓ <u><a href="#">Activity 5: Spot the difference</a></u>	
Understand that some places are special to members of their community.		
Recognise some environments that are different from the one in which they live.	✓ <u><a href="#">Activity 5: Spot the difference</a></u>	
Draw information from a simple map.		
Recognise some similarities and differences between life in this country and life in other countries.		

# Early learning goals across Kapow Primary's units - EYFS: Reception

<p style="text-align: center;"><b>Early learning goals</b>  <b>Understanding the World: Past and Present</b>                      Children at the expected level of development will:</p>	<u><a href="#">Peek into the past</a></u>	<u><a href="#">Adventures through time</a></u>
<p>Talk about the lives of the people around them and their roles in society</p>		
<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>	<ul style="list-style-type: none"> <li>✓ <u><a href="#">Activity 1: Can you guess who?</a></u></li> <li>✓ <u><a href="#">Activity 2: Past and present</a></u></li> <li>✓ <u><a href="#">Activity 3: My life timeline</a></u></li> <li>✓ <u><a href="#">Activity 4: Toy box</a></u></li> <li>✓ <u><a href="#">Activity 5: Spot the difference</a></u></li> </ul>	<ul style="list-style-type: none"> <li>✓ <u><a href="#">Activity 1: Family tree</a></u></li> <li>✓ <u><a href="#">Activity 2: My achievements</a></u></li> <li>✓ <u><a href="#">Activity 3: Treasure box</a></u></li> <li>✓ <u><a href="#">Activity 4: Picture detective</a></u></li> <li>✓ <u><a href="#">Activity 5: Transport through time</a></u></li> </ul>
<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		<ul style="list-style-type: none"> <li>✓ <u><a href="#">Activity 1: Family tree</a></u></li> <li>✓ <u><a href="#">Activity 2: My achievements</a></u></li> <li>✓ <u><a href="#">Activity 3: Treasure box</a></u></li> <li>✓ <u><a href="#">Activity 4: Picture detective</a></u></li> <li>✓ <u><a href="#">Activity 5: Transport through time</a></u></li> </ul>

# National Curriculum across Kapow Primary's units - Year 1/2 Cycle A

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

# National Curriculum across Kapow Primary's units - Year 1/2 Cycle A

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

# National Curriculum across Kapow Primary's units - Year 1/2 Cycle B

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

# National Curriculum across Kapow Primary's units - Year 1/2 Cycle B

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



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

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

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

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

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

National curriculum History subject content Pupils should be taught about:	Year 5/6 Cycle A			Year 5/6 Cycle B			
	<a href="#">Were the Vikings raiders, traders or settlers?</a>	<a href="#">British history 5: What was life like in Tudor England?</a>	<a href="#">British history 6: What was the impact of World War 2 on the people of Britain?</a>	<a href="#">What can the census tell us about local areas?</a>	<a href="#">What did the Greeks ever do for us?</a>	Choose one of:	
						<a href="#">Unheard histories: Who should go on the banknote?</a>	<a href="#">What was the Sikh Empire?</a>
changes in Britain from the Stone Age to the Iron Age	This subject content is covered in LKS2						
the Roman Empire and its impact on Britain	This subject content is covered in LKS2						
Britain's settlement by Anglo-Saxons and Scots	This subject content is covered in LKS2						
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	✓						
a local history study				✓			
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		✓	✓			✓	
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	This subject content is covered in LKS2						
Ancient Greece – a study of Greek life and achievements and their influence on the western world					✓		
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.							*  N.B. This unit alone does not give coverage of this NC subject content

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

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

# Cross-curricular links - Key stage 1

National curriculum subjects	Kapow Primary units Year 1/2 Cycle A			Kapow Primary units Year 1/2 Cycle A		
	<a href="#">How am I making history?</a>	<a href="#">How have toys changed?</a>	<a href="#">How did we learn to fly?</a>	<a href="#">What is history?</a>	<a href="#">How was school different in the past?</a>	<a href="#">What is a monarch?</a>
English	<b>Spoken language:</b> Asking relevant questions to find out more about childhood in the past.	<b>Spoken language:</b> Asking relevant questions to find out more about what toys were like in the past; participating in collaborative conversations about how toys have changed over time; listening and responding to ideas about how toys have changed over time.	<b>Spoken language:</b> Participating in conversations about the first flight; creating a freeze frame of the first flight; asking questions and expressing feelings about Bessie Coleman's story; orally composing an eye witness account of Amelia Earhart's flight across the Atlantic Ocean; hot seating Neil Armstrong to find out about his mission to the moon.	<b>Spoken language:</b> Asking relevant questions to find out more about holidays in the past.	<b>Spoken language:</b> Asking relevant questions about schools in the past; giving well-structured explanations to answer the question, 'Would you have preferred to go to school in the past?'; participating in collaborative conversations about schools in the past.	<b>Spoken language:</b> Participating in role play of the coronation.
Maths	Recognising and using language relating to dates to order key events.	Recognising and using language relating to dates to order key events.	<b>Measurement:</b> Recognising and using language relating to dates to sequence events on a timeline.	Recognising and using language relating to dates to sequence events on a timeline.	Recognising and using language relating to dates to sequence schools on a timeline.	
Art and design	Drawing their favourite memories to share their experiences and personal history.	Drawing their favourite toys to share their personal history using language relating to time.		Drawing holiday memories; creating a scrapbook to share their memories.	Drawing and labelling school today and in the past to identify similarities and differences.	Designing a crown to represent the role of a monarch; designing a section of the Bayeux Tapestry; designing a castle by drawing or using modelling materials.; creating a storyboard about how William the Conqueror became King of England.
Geography					Comparing old maps of the local area to identify changes over time.	
RSE/PSHE	Learning that families are important for children growing up because they can give love, security and stability.	Learning that families are important for children growing up because they can give love, security and stability.				

# Cross-curricular links - Lower key stage 2

National curriculum subjects	Kapow Primary units: Year 3/4 Cycle A			Kapow Primary units: Year 3/4 Cycle B		
	<a href="#">BH1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</a>	<a href="#">BH2: Why did the Romans settle in Britain?</a>	<a href="#">BH3: How hard was it to invade and settle in Britain?</a>	<a href="#">How have children's lives changed?</a>	<a href="#">What did the ancient Egyptians believe?</a>	<a href="#">How did the achievements of the Ancient Maya influence their society and beyond?</a>
<b>English</b>	<b>Spoken language:</b> Hypothesising what objects belonging to the Amesbury Archer.	<b>Spoken language:</b> Identifying how the Romans changed Britain and justifying their answers.	<b>Spoken language:</b> Presenting inferences about an artefact; explaining how a missionary spread Christianity; explaining their interpretation of Alfred the Great; presenting an argument for a contender's claim to the throne.	<b>Spoken language:</b> Comparing images of children's lives through time; creating questions to hot-seat a Tudor apprentice; discussing why certain treatments might have been used to treat a disease.	<b>Spoken language:</b> Creating a script for a video about ancient Egyptian beliefs and presenting it; writing instructions to mummify a tomato.	<b>Spoken language:</b> Asking relevant questions to categorise artefacts representing the inventions of the Ancient Maya. <b>Reading - comprehension:</b> Checking that the evidence and theories make sense to them, discussing their understanding and explaining the meaning of words in context.
<b>Maths</b>	<b>Number - number and place value:</b> Counting backwards in 1000s to count back in years to prehistory.					
<b>Science</b>	<b>States of matter (Y4):</b> Observing the changes to copper and tin as they are heated to make an alloy.				<b>States of matter (Y4)</b> Observing the changes to a tomato.	<b>Working scientifically:</b> Asking relevant questions to classify and sort Ancient Maya artefacts and archaeological evidence; recording interpretations and observations of Ancient Maya artefacts and archaeological evidence.
<b>Art</b>		Creating a visual interpretation of Boudicca.	Creating a stained glass window of a saint.			
<b>D &amp; T</b>			Creating a wattle and daub panel.			<b>Cooking and nutrition:</b> Knowing where some food items are grown.
<b>Geography</b>	Investigating the items traded in the Iron Age and where they came from; comparing the features of settlements.		Identifying the features of Anglo-Saxon settlements;		Identifying the physical features of ancient Egypt.	<b>Human and physical geography:</b> Describing the physical features of the Ancient Maya settlements and rainforests. <b>Geographical skills and fieldwork</b> Using a digital map of Ancient Maya to locate the ancient civilisation and describe features.
<b>PE</b>		Carrying out Roman army drill movement sequences.				
<b>RE</b>					Exploring the beliefs of the ancient Egyptians.	Describing and understanding links between the beliefs of the Ancient Maya and their inventions and how these impacted their daily lives.

# Cross-curricular links - Upper key stage 2

National curriculum subjects	Kapow Primary units Year 5/6 Cycle A		
	<a href="#">Were the Vikings raiders, traders or settlers?</a>	<a href="#">British history 5: What was life like in Tudor England?</a>	<a href="#">British history 6: What was the impact of World War 2 on the people of Britain?</a>
<b>English</b>	<p><b>Reading - comprehension:</b> Making inferences about the Vikings from written sources.</p>	<p><b>Spoken language:</b> Discussing and explaining the reasons for the death of Anne Boleyn; making predictions and justifying them with evidence.  <b>Writing - composition:</b> Creating a written description of a royal progress.</p>	<p><b>Spoken language:</b> Speculating, hypothesising, imagining and explaining ideas about the causes and consequences of WW2.  <b>Reading - comprehension:</b> Making deductions about thoughts and feelings from photographs of the Blitz; making inferences about evacuation and women's jobs from a range of sources like propaganda posters and newspaper headlines.</p>
<b>Maths</b>	<p><b>Ratio and Proportion (Y6):</b> Working out the length of a timeline using a scale.</p>		
<b>Science</b>			
<b>Art and design</b>		<p>Analysing the symbols in portraits to make inferences about historical people.</p>	
<b>Geography</b>	<p>Identifying the location of Norway, Sweden and Denmark; learning about Viking trading routes.</p>		
<b>RSE/PSHE</b>		<p>Learning about marriage in the Tudor times and how it is different to today.</p>	

## Cross-curricular links - Upper key stage 2

National curriculum subjects	Kapow Primary units Year 5/6 Cycle B			
	<a href="#">What can the census tell us about local areas?</a>	<a href="#">What did the Greeks ever do for us?</a>	Choose one of:	
			<a href="#">Unheard histories: Who should go on the banknote?</a>	<a href="#">What was the Sikh Empire?</a>
<b>English</b>	<p><b>Spoken language:</b> Asking questions to create their own class census; discussing the usefulness and limitations of past censuses; summarising and presenting their findings from a visual timeline of the suffrage movement.</p> <p><b>Reading - comprehension</b> - Discussing their understanding and meaning of words listed in the census; asking questions to improve their understanding of the census.</p>	<p><b>Spoken language:</b> Researching, discussing and presenting a Greek god to the class; recording a radio message explaining which Ancient Greek state they would visit and why; participating in a philosophical debate; justifying which they think was the most significant Greek achievement.</p>	<p><b>Reading - comprehension:</b> Retrieving and recording information from sources; making inferences from sources; asking historically valid questions using sources.</p> <p><b>Spoken language:</b> Discussing and explaining the significance of different historical figures such as Alfred the Great, Elizabeth I, Ellen Wilkinson, Betty Boothroyd, William Tuke/Mary Seacole, Lily Parr and Betty Snowball.</p>	<p><b>Reading - comprehension:</b> Retrieving and recording information from sources.</p> <p><b>Spoken language:</b> Discussing the factors that may influence historical interpretations and explaining why there are different interpretations of Ranjit Singh and the Sikh Empire.</p>
<b>Maths</b>		<p><b>Ratio and proportion (Y6):</b> Working out the length of timeline bars using a scale.</p>		
<b>Science</b>	<p><b>Working scientifically</b> - Reporting and presenting their findings from their local area enquiry.</p>			
<b>Art and design</b>			<p>Optional - designing a plate to show the achievements of Lily Parr or Betty Snowball.</p> <p>Optional - creating an illustration of a scene and a historical figure on a banknote.</p>	
<b>Geography</b>	<p>Reading maps of the local area.</p>	<p>Identifying the physical features of Greece; working out the length of timeline bars using a scale.</p>		<p>Reading maps to locate the Punjab region in South Asia.</p> <p>Describing trade routes across the Punjab region.</p>
<b>RSE/PSHE</b>		<p>Participating in a debate involving direct democracy and comparing it to representative democracy.</p>		<p>Exploring Sikh beliefs and discussing the impact of the reforms Ranjit Singh made based on these beliefs.</p>



## Version history

This page shows recent updates to this document.

Date	Update
14.07.23	Links added to reflect the mixed-age content now published on the website. Title of Year 3/4 unit for Summer term Cycle B is to be confirmed.
06.09.23	Updated to include Development matters coverage and Early Learning goals coverage for EYFS:Reception (single year group) - p. 3-4.
05.10.23	Updated to include new EYFS content (p.3-4). New Sikh Empire unit added.
15.12.23	Updated to include the title for Year 3/4 Cycle B Summer unit (p.9-10, p.14).
29.03.24	Updated to include information on the unit: <a href="#">How did the achievements of the Ancient Maya impact their society and beyond?</a> (p.9-10, p.14).
09.09.24	Updated to reflect refreshed content in Year 3/4.
02.12.24	Updates to British History 2, 3 and 5 in line with refreshed content.
20.03.25	Updates to British History 6 and 'The Sikh Empire' unit to reflect refreshed content.
03.04.25	Updates to links and to reflect refreshed units.