

History

Long-term plan

Standard

Our standard Long-term plan covering the KS1 and KS2 National Curriculum objectives in three units a year.

This document is regularly updated to reflect changes in our content and the most recent version can always be found [here](#).

This version was created on 29.02.24



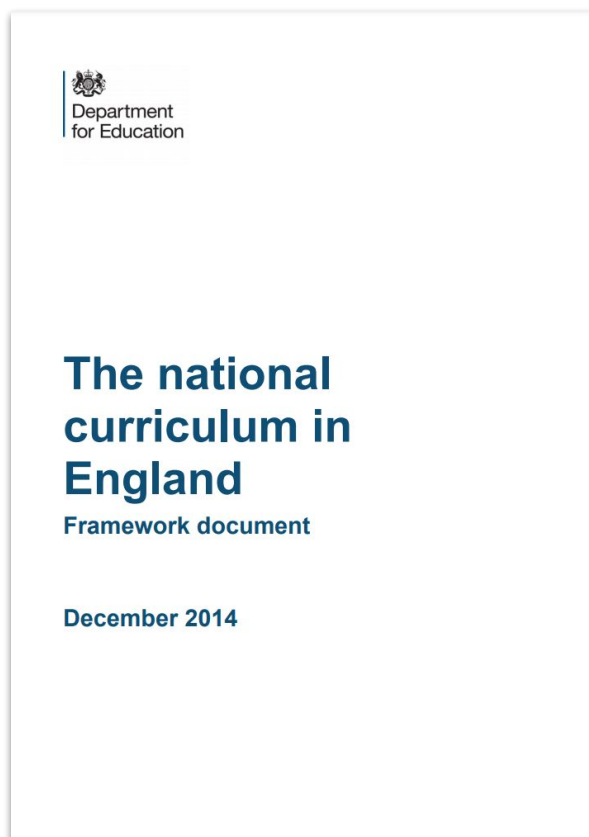
Kapow
Primary™

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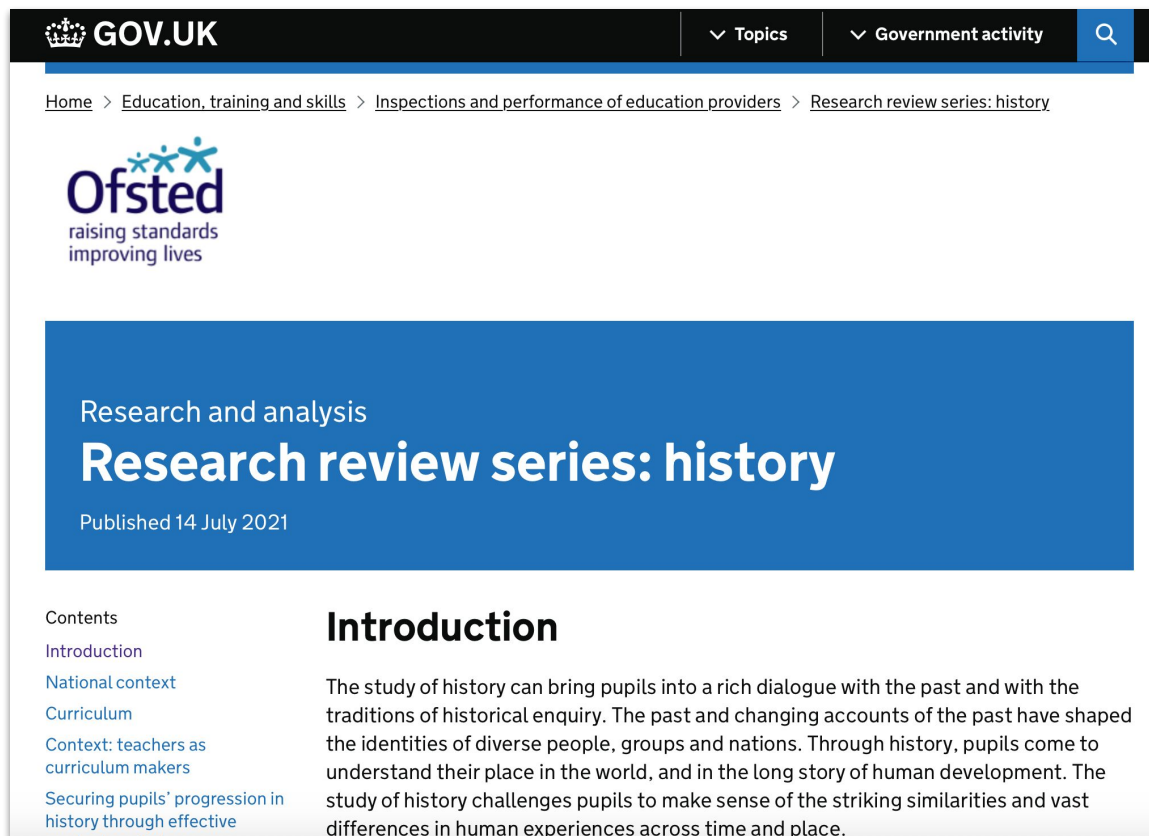
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How does Kapow Primary help our school to meet the statutory guidance for **History**?

Our scheme of work fulfils the statutory requirements for History outlined in **The National curriculum (2014)** and was created based on the principles outlined in the [Ofsted Research review series: history](#)



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How does Kapow Primary's scheme for History align with the National curriculum?

Our scheme of work fulfils the statutory requirements of the **National curriculum (2014)**.
The National curriculum for History aims to ensure that all pupils:

★ 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

★ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

★ 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.

★ 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

From these aims, we have identified five strands which run throughout our scheme of work:

Topic knowledge

Chronological awareness

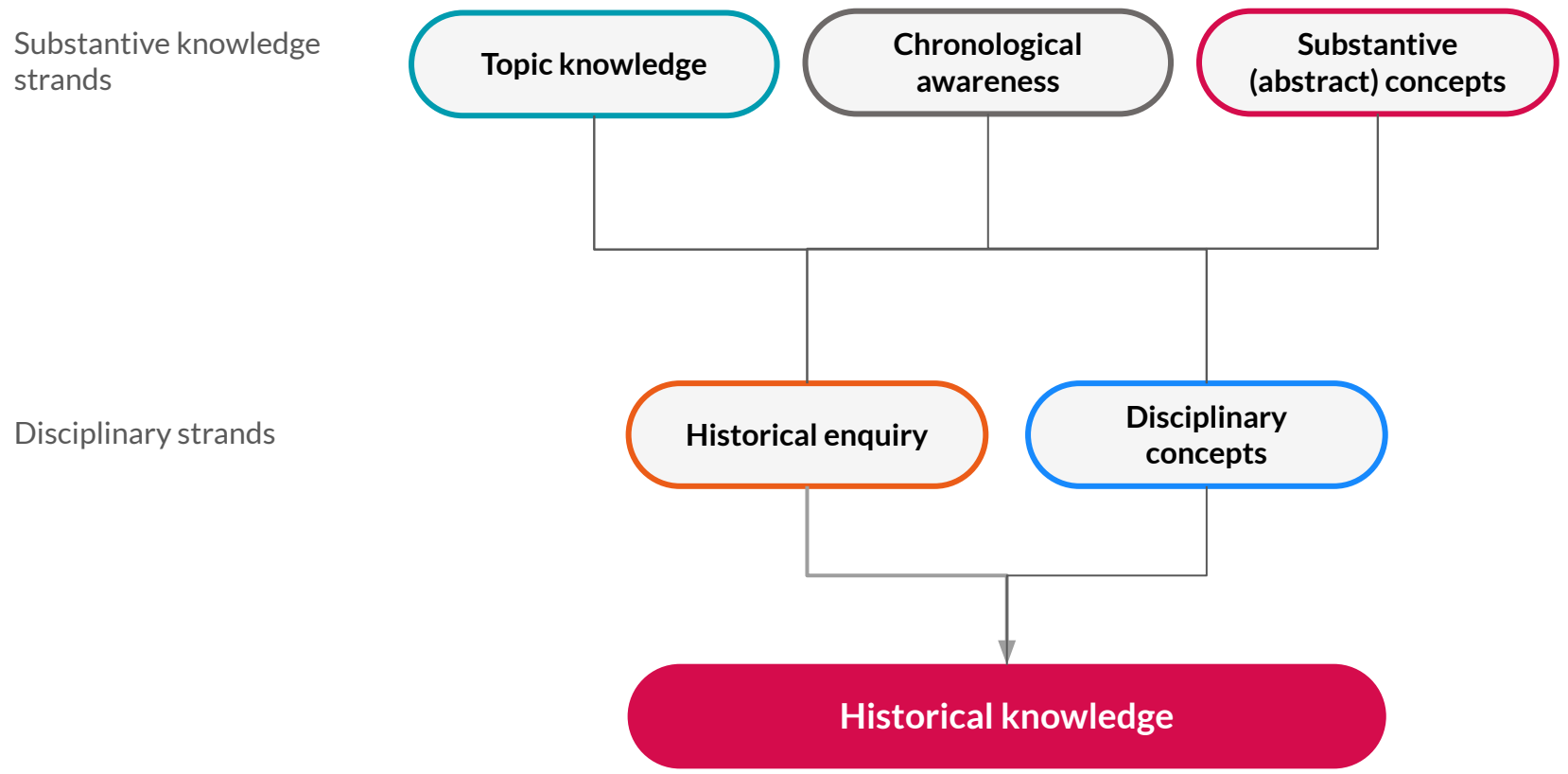
Substantive (abstract) concepts

Disciplinary concepts

Historical enquiry

Our [National curriculum coverage](#) document shows which of Kapow Primary's units cover each of the National curriculum Attainment targets and aims. National curriculum links are also on each individual lesson plan, along with cross-curricular links to other subjects.

How is the History scheme of work organised?



The scheme of work is organised 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 [Different types of knowledge in History learning](#).

Different types of knowledge in **History** learning

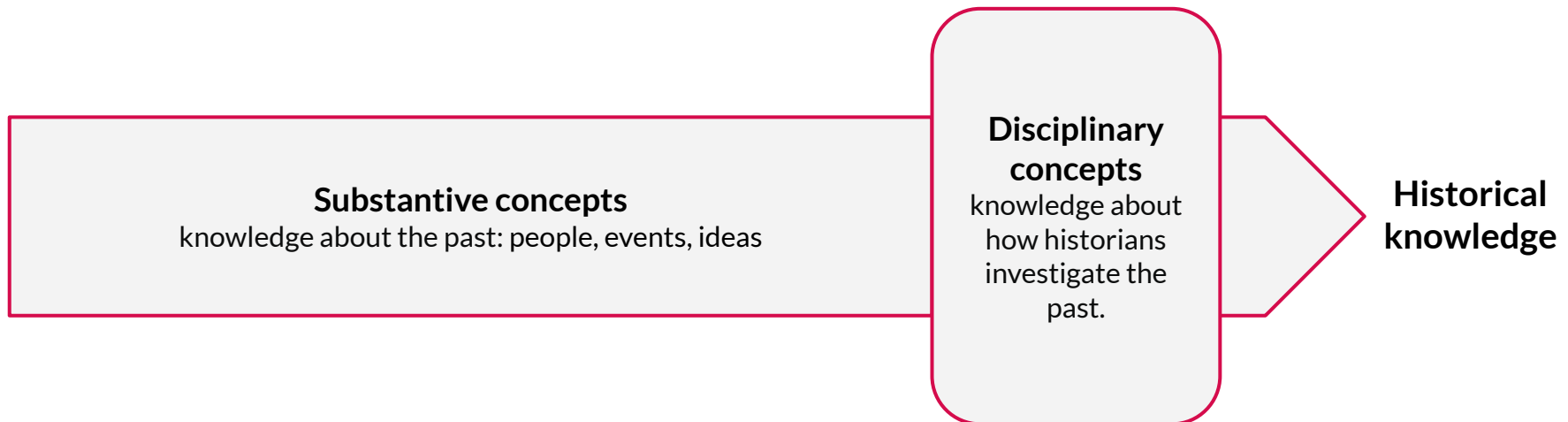
Substantive knowledge

This refers to the content within history learning, the knowledge of the past: people, events, ideas and so on. This is regularly taught within primary school history with children learning about the key events and people of a variety of historical periods.

Disciplinary knowledge

This refers to a knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.

This diagram below shows the complex interplay between understanding substantive knowledge and disciplinary knowledge which is referred to in the Ofsted research review: ‘knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.’ The Kapow Primary Scheme uses an enquiry-based model so that children learn key substantive knowledge using the disciplinary knowledge and methods that historians use to find out about the past.



A spiral curriculum

Kapow Primary's History scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the same disciplinary and substantive concepts during their time in primary school.
- ✓ **Increasing depth:** Each time a concept is revisited, it is covered with greater complexity.
- ✓ **Prior knowledge:** Upon returning to each concept, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.



Is there any flexibility in the Kapow Primary **History** scheme?

Our History scheme of work is organised into units consisting of six lessons. Within each unit, lessons must be taught in order as they build upon one another.

Units in Year 1 and 2 should be taught in the correct year group and ideally in the given sequence. This is because they have been sequenced to build up progression of skills and knowledge.

The six units in Lower key stage 2 can be rearranged, however, all units should be taught within Years 3 and 4 to ensure that there is progression between lower key stage 2 and upper key stage 2 as shown on History: Progression of knowledge and skills. The **British history** units should be taught in order to help build chronological understanding. The same is true for Upper key stage 2: the **British history** units should be taught in order to help build chronological understanding and all units should be taught within Year 5 and 6.

The flexibility in the order the units can be taught allows schools to adapt the planning to suit their school and to make use of cross-curricular links available.

Why are the units sequenced this way?

As already stated, there is some flexibility in the order the History units can be taught, particularly in Lower key stage 2 and Upper key stage 2 where similar skills and knowledge are covered in different historical contexts. The order of units on this long-term plan is our suggested order for teaching the units, if possible, and we provide the justification for this sequencing below.

EYFS and Key Stage 1

In Key stage 1, we have sequenced the learning to specifically develop pupils' conceptual understanding of the 'past' by first making it relevant to their own lives, then by looking at how life has changed over time in familiar contexts and finally by studying contexts which are likely to be new to them.

EYFS (Reception)

These activities have been designed so that you can use them at any point throughout the year to tie-in with your current theme/topic. The activities help the children to reflect on memories and experiences from their own past and extend only to situations that will still be very familiar to their everyday lives.

Year 1

The 'How am I making history?' unit supports pupils to develop an understanding of chronology by looking at their own lives and beginning to build an awareness that timelines extend back before they were born. The second unit, 'How have toys changed?' extends this understanding of chronology further into the past (and future) using an object- the teddy bear- which will be familiar to all children to help them develop their concept of time. With a more secure grasp of this concept, pupils are able to look at a context that will be less familiar to them in our 'How have explorers changed the world?' unit, which will help them to begin developing an understanding of how the people and events of the past have shaped the world we live in today.

Year 2

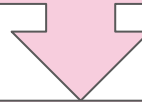
'How was school different in the past?', the first unit in Year 2 gives pupils the chance to look at history through the familiar school context. The second and third units move onto less familiar contexts again, and in doing so, pupils begin to understand historical significance when considering how people and events of the past have impacted society as a whole.

Key stage 2

The National curriculum states that pupils should 'know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day', and so our British History units across Key stage 2 are sequenced chronologically to allow pupils to understand this narrative. For world history, The Historical Association states that 'You don't have to teach topics in chronological order but need to relate the topics you teach to their chronological context', and our Kapow Primary timeline allows the teacher to place all units in their chronological context, and in relation to pupils' prior learning in History.

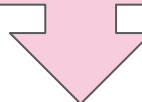
Year 3

We chose to place 'What did the ancient Egyptians believe?' at the end of Year 3 as we felt that pupils needed sufficient understanding of the history of the UK before they could compare and make connections with other ancient civilisations.



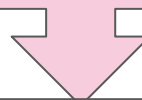
Year 4

The British History units are after 'How have children's lives changed?' in Year 4 because these units look at more abstract substantive concepts, such as power, invasion, settlement and trade, which are often challenging for children to understand.



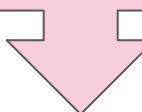
Year 5

The British History unit 'What was life like in Tudor England?' is taught first, allowing an opportunity to revisit and build on the children's understanding of the chronology of British history from Year 4. They then move on to comparing Britain to ancient Greece and the Maya civilisation.



Year 6

We have placed the local history unit 'What does the census tell us about our local area?' and 'What was the impact of World War 2 on the people of Britain?' next to each other so the children can compare local and national issues. 'Unheard histories' is a transition unit preparing children for studying history at Key Stage 3, and so is the final unit.



Long-term plan

What do we mean by ‘Substantive (abstract) concepts?’

Substantive concepts are key concepts, such as ‘empire’, ‘monarchy’, or ‘invasion and settlement’, which children learn about during their study of primary History. Substantive concepts are fundamental elements of children’s historical knowledge, however they are abstract and therefore children may find them challenging to understand.

The 2021 Ofsted research review into history states that, to be able to use them confidently, children need to have a secure knowledge of substantive concepts in different contexts.

The Kapow Primary scheme recognises the importance of developing children’s understanding of substantive concepts and consequently this is a strand which runs throughout our history curriculum.

Our progression of skills and knowledge document clearly demonstrates how these substantive concepts are developed throughout the primary curriculum.

Initially, in Key Stage 1 children will begin to develop their understanding of the substantive concepts of power and the achievements of mankind in *How did explorers change the world?*; *How did we learn to fly?* and *What is a monarch?*

In Lower Key Stage 2 and Upper Key Stage 2, they deepen their understanding of these concepts and others while learning to identify changes in meaning in different time periods and contexts. For example, the concept of monarchy evolves over time; during the reign of Henry VIII the monarch enjoyed absolute power whereas by the 20th century the power of the monarch was devolved to the Government.

Substantive concepts in Kapow Primary’s History scheme of work:



How does the scheme develop Disciplinary concepts?

An understanding of the key disciplinary concepts which underpin the study of history supports the children in broadening their skills, knowledge and understanding.

Change and continuity

Children identify and explain change and continuity across periods of history, focusing on chronology. They refer to the timeline throughout each unit, looking at sequencing, intervals between events and the duration of each key event

Similarities and differences

Children identify similarities and differences across periods of time. They will explain similarities and differences between social, cultural, religious and ethnic diversity in Britain across time periods and suggest reasons for these.

Cause and consequence

Looking into the reasons for, and results of, historical events and analysing these, children develop an understanding of cause and consequence. Children explain the reasons for and results of historical events, situations and changes.

Historical significance

Considering what makes events and people significant in their historical context and the present day, children compare significant people and events across different time periods and explain the significance of these.

Sources of evidence

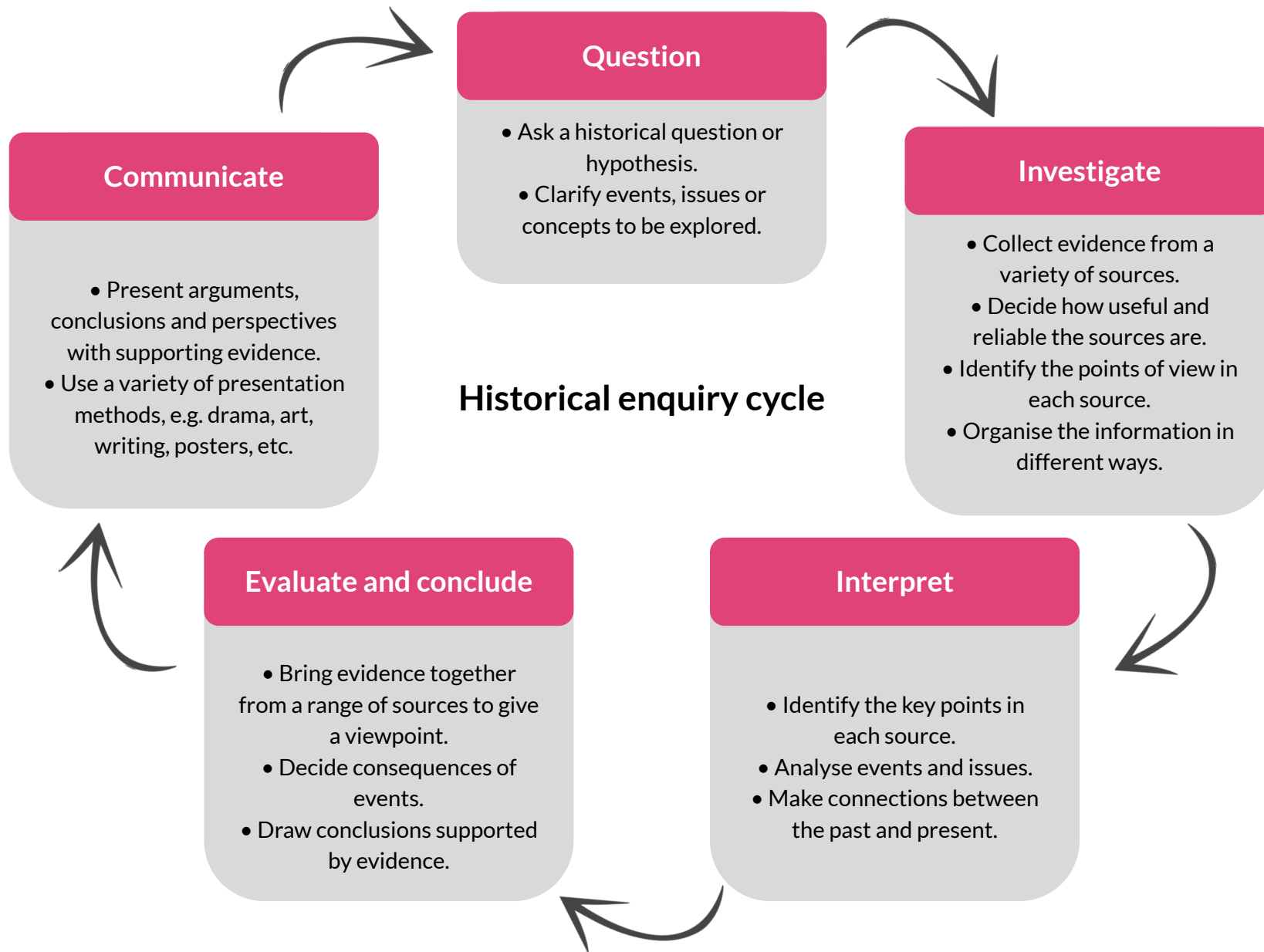
Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use.

Historical interpretations

Children will study how historians interpret the past and why events, people and changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability and quality.

How does the scheme develop Historical enquiry skills?

The Kapow Primary scheme allows children to experience the processes historians use to find out about the past.



Long-term plan

Assessment in History

Formative assessment

Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are **secure** in their learning or working at a **greater depth** in each lesson. These assessments can then be recorded on our History: Assessment spreadsheet which supports the teacher in identifying gaps in learning amongst the class or for individual pupils.

Summative assessment

The disciplinary strands are assessed using a [Skills catcher](#) at the end of each unit. This requires children to draw upon their disciplinary knowledge in order to respond to an outcome task, such as the one shown here.

Each [disciplinary concept](#) is assessed at least once by the end of Key stage 1 and once by the end of Key stage 2 using historical enquiry skills. Skills catchers provide teachers with a record of summative assessment as evidence of progression from Key stage 1 to Key stage 2. It is suggested that teachers keep the Skills catchers as children move through Primary school so that History coordinators will have a record of children's learning.

Substantive concepts and topic knowledge begin being assessed using an end of unit quiz in Year 2 Spring term and continue to be assessed throughout Key stage 2 units. These units also have formal written assessments available to assess substantive concepts.

Year 5 - What was life like in Tudor England?

Extract from an original Tudor inventory:

| Item | s (shillings) | d (pence) |
|--|------------------|--------------|
| A featherbed, a mattress, a bolster, a pillow and a pair of blankets | 26 | 8 |
| Two bedspreads and a bed hanging | 13 | 4 |
| Hangings about the bed | 4 | 0 |
| A cupboard and a wooden chest | 6 | 8 |
| Two cupboards, a bench and a chair | 6 | 8 |
| One small bowl, three saucers, a dish for salt, a painted pot and a silver-plated dish | 2 | 0 |
| A skillet and a candlestick | 0 | 20 |
| Three gowns and a cloak | 10 | 0 |
| Three coats, three jackets, one doublet, three pairs of stockings and three pairs of shoes | 26 | 8 |
| One cap, three hats, three night caps and a satin cloak | 10 | 0 |
| Six shirts, two kerchiefs, three napkins and five pillowcases | 13 | 4 |
| A purse, a girdle, a pair of knives and a sword | 2 | 0 |
| A silver spoon | 2 | 4 |
| A pair of bales | 0 | 8 |
| Bundles of wood | 6 | 8 |
| 10 strikes of malt | 13 | 4 |
| A quarter of wheat and a quarter of barley | 20 | 0 |
| Sum of money | 9 | 4 |

1 What deductions can you make about the person? Give supporting evidence from the inventory.

History in EYFS: Reception

Our History Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Understanding the world' statements and also fully integrated with the Kapow Primary Key stage 1 and 2 curriculum for History, offering a unified approach to teaching History in EYFS.

Clear progression between EYFS and Key stage 1 content can be seen by looking at our [Progression of knowledge and skills](#) document, where component knowledge and skills are outlined across our strands **Substantive (abstract) concepts**, **Disciplinary knowledge**, **Historical enquiry** from EYFS (Reception) through to Year 6.

Our History EYFS (Reception) 'units' are not designed to be taught in a set order. Instead, they feature flexible, small-step activities, allowing teachers to personalise lessons to include local history or to fit in with their chosen themes or topics. The activities have been designed for continuous provision. An adult will need to explain the outcome of the station at the beginning of the week, but after this, independent learning should be encouraged. Each unit has explanatory videos to assist teachers in their planning and implementation. These videos provide insight into how the activities can support skills and knowledge development, which will lay the foundations for pupils' history learning in Key stages 1 and 2.

The activities are designed to foster a curiosity about history, prompting children to start asking questions about the past while referring to their own experiences. Children begin to develop a basic understanding that when we refer to the 'past,' we are referring to events that have already happened and become familiar with some of the vocabulary we use to talk about the past (e.g. last year, last week, yesterday).



Other useful documentation:

There are a number of key documents that can support you in planning and delivery of the Kapow Primary **History** scheme. Visit the [Subject planning page](#) for more.

- ✓ [National curriculum mapping document](#)
 - Shows which of the National curriculum attainment targets are covered by each unit.
- ✓ [Progression of skills and knowledge document:](#)
 - Shows how understanding and application of key concepts and skills builds year on year.
- ✓ [Knowledge organisers - one per unit:](#)
 - One page overview of the key knowledge and vocabulary from a unit to support pupils' learning.
- ✓ [Equipment list](#)
 - Lists the equipment needed for each unit of lessons, to help you prepare ahead of time.
- ✓ [Intent, Implementation, Impact statement](#)

| | Autumn | Spring | Summer |
|------------------------------|--|--|---|
| EYFS (Reception) | Our new EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development matters statements, while also laying the foundations for pupils' further history learning. See here for more information on History in EYFS: reception | | |
| Year 1 | How am I making history? | How have toys changed? | How have explorers changed the world? |
| Year 2 | How was school different in the past? | How did we learn to fly? | What is a monarch? |
| Year 3 (LKS2) | British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? | British history 2: Why did the Romans settle in Britain? | What did the ancient Egyptians believe? |
| Year 4 (LKS2) | How have children's lives changed? | British history 3: How hard was it to invade and settle in Britain? | British history 4: Were the Vikings raiders, traders or settlers? |
| Year 5 (UKS2) | British history 5: What was life like in Tudor England? | What did the Greeks ever do for us? | How did the Maya civilisation compare to the Anglo-Saxons? |
| Year 6 (UKS2) | What does the Census tell us about our local area? | British history 6: What was the impact of World War II on the people of Britain? | Transition unit Unheard histories: Who should go on the banknote? or The Sikh Empire |

*The six Lower key stage 2 units can be rearranged in order to suit your school, as can the six Upper key stage 2 units, but the British history units should be taught in order.

| Reception (EYFS) | |
|----------------------|---|
| <p>Unit 1</p> | <p><u>Peek into the past</u></p> <p>Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past. Children will look for similarities and differences between photos, images and objects from the past and present day.</p> <p><u>Activity 1: Can you guess who?</u> Studying their peers' baby photographs allows pupils to see that they have all changed over time and to use language about the past when describing these changes.</p> <p><u>Activity 2: Past and present</u> Making simple observations, pupils decide whether photographs depict the past or not.</p> <p><u>Activity 3: My life timeline</u> Creating a timeline, children develop an understanding of personal chronology.</p> <p><u>Activity 4: Toy box</u> Observing a range of toys, children begin to recognise similarities and differences between the past and present.</p> <p><u>Activity 5: Spot the difference</u> Comparing pictures from past and present, pupils identify some similarities and differences.</p> |
| <p>Unit 2</p> | <p><u>Adventures through time</u></p> <p>Children to compare and contrast characters from various stories set in the past, including historical figures. Children will identify similarities and differences between characters, enhancing their understanding of the past.</p> <p><u>Activity 1: Family tree</u> Positioning images of children, parents and grandparents on a family tree to show who is older and younger.</p> <p><u>Activity 2: My achievement</u> Recognising some interests and achievements from their own lives and the lives of their families and friends.</p> <p><u>Activity 3: Treasure box</u> Recognising that kings and queens are usually important, powerful people who rule over others.</p> <p><u>Activity 4: Picture detective</u> Using photographs and stories to compare the past with the present day.</p> <p><u>Activity 5: Transport through time</u> Using photographs and stories to compare modes of transport from the past with the present day.</p> |

| | Year 1 | Year 2 |
|---------------|---|---|
| Autumn | <p><u>How am I making history?</u> (6 lessons)</p> <p>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p> | <p><u>How was school different in the past?</u> (6 lessons)</p> <p>Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p> |
| Spring | <p><u>How have toys changed?</u> (6 lessons)</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p> | <p><u>How did we learn to fly?</u> (6 lessons)</p> <p>Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p> |
| Summer | <p><u>How have explorers changed the world?</u> (6 lessons)</p> <p>Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.</p> | <p><u>What is a monarch?</u> (6 lessons)</p> <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p> |

| | Year 3 | Year 4 |
|---------------|---|---|
| Autumn | <p>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? (6 lessons)</p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p> | <p>How have children's lives changed? (6 lessons)</p> <p>Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.</p> |
| Spring | <p>British history 2: Why did the Romans settle in Britain? (6 lessons)</p> <p>Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.</p> | <p>British history 3: How hard was it to invade and settle in Britain? (6 lessons)</p> <p>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</p> |
| Summer | <p>What did the ancient Egyptians believe? (6 lessons)</p> <p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</p> | <p>British history 4: Were the Vikings raiders, traders or settlers? (6 lessons)</p> <p>Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p> |

*The six Lower key stage 2 units can be rearranged in order to suit your school but the British history units should be taught in order.

| | Year 5 | Year 6 |
|---------------|--|--|
| Autumn | <p><u>British history 5: What was life like in Tudor England?</u> (7 lessons)</p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.</p> | <p><u>What does the census tell us about our local area?</u> (6 lessons)</p> <p>Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.</p> |
| Spring | <p><u>What did the Greeks ever do for us?</u> (6 lessons)</p> <p>Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p> | <p><u>British history 6: What was the impact of World War II on the people of Britain?</u> (7 lessons)</p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.</p> |
| Summer | <p><u>How did the Maya civilisation compare to the Anglo-Saxons?</u> (6 lessons)</p> <p>Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.</p> | <p>Option 1: <u>Unheard histories: Who should go on the £10 banknote?</u> (6 lessons)</p> <p>Investigating why historical figures are on banknotes, children learn about the criteria for historical significance. They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note.</p> <p>Option 2: <u>The Sikh Empire</u> (6 lessons)</p> <p>Using a wide range of sources, children learn about the development of the Sikh Empire under the leadership of Maharaja Ranjit Singh and consider the people and beliefs that influenced him. They develop their understand of historical significance through studying his life. Pupils learn about the significance of Lahore as a trading hub and consider the lasting achievements of the Sikh Empire.</p> |

*The six Upper key stage 2 units can be rearranged in order to suit your school but the British history units should be taught in order.

This page shows any recent updates to this document.

| Date | Update |
|----------|---|
| 25.08.22 | Updated guidance around the order that the units can be taught on p.5, p.13 and p.14 |
| 02.09.22 | Year 6 units swapped on p. 12 and p.15. |
| 27.10.22 | Strands adapted to include 'Topic knowledge' and Substantive concepts strand now to extend into Key stage 1. |
| 05.01.23 | Updated to reflect the unit that are now published on the website with links added. |
| 19.04.23 | Updated to reflect the unit that are now published on the website with links added. Name changes to Year 5 and Year 6 summer units. |
| 06.09.23 | Updated to include a justification for the sequencing of our history units. This has been added in response to customer queries (p.8-9). Assessment information added (p. 13). Updated to include information on the EYFS: Reception units (p.14, p.16-p.17). |
| 11.10.23 | Updated to include information on EYFS unit 2: adventures through time (p.16-17) and to include The Sikh Empire (p. 20). |
| 29.02.24 | Updated broken link (p. 16, 21). |