

History Coverage and Essential Learning

All Saints Catholic Voluntary Academy | Year 5 and Year 6 | 2026 to 2027

Curriculum organisation. The agreed three-term sequence forms part of the school's planned two-year coverage. The year in brackets identifies the Kapow source unit, not a single expectation for every pupil. Teachers check prior knowledge and adapt teaching and assessment to each year group.

Term and Kapow unit	Essential knowledge and historical enquiry	Key vocabulary	Suggested assessment evidence
Advent What was life like in Tudor England? (Year 5)	Tudor monarchs used portraits, progresses and propaganda to influence opinion. Inventories offer evidence of ordinary lives. Compare evidence about royal power with evidence about ordinary households. Distinguish what a portrait shows from what its creator wanted viewers to believe. Historical enquiry: Compare royal representations; infer from inventories; discuss purpose, audience and reliability. Local context: Hardwick Hall in Derbyshire and Bess of Hardwick provide an Elizabethan case study within the Tudor period. Local enquiry: Use images of the house, portraits and an inventory extract to investigate wealth, status and household life. Compare this wealthy household with evidence of less wealthy people; one grand house cannot represent everyone. Our school community: use a photograph, family memory or local museum source to ask whose story is represented. Relate respectful listening and care for shared heritage to our RESPECT values. Offer school or fictional-family examples where personal family material is unavailable.	monarchy, heir, parliament, propaganda, inventory, perspective	Compare two sources and explain how their purpose affects interpretation. Ask pupils to explain how their evidence supports the answer and what remains uncertain. Local evidence: Y5: explain what two sources reveal about status. Y6: evaluate their purpose and limitations and qualify a conclusion about Tudor life.

Term and Kapow unit	Essential knowledge and historical enquiry	Key vocabulary	Suggested assessment evidence
Lent What was the impact of World War Two on the people of Britain? (Year 6)	The Second World War affected soldiers, civilians and migrants in different ways. Photographs, posters and oral accounts offer different perspectives. Connect the wider conflict to changes in everyday life, including evacuation and civilian experiences. Recognise that wartime experiences varied and that posters were created for a purpose. Historical enquiry: Sequence key events; compare experiences; evaluate propaganda and oral testimony sensitively. Local context: Stockport Air Raid Shelters offer a wider Greater Manchester example of civilian protection during the Second World War. Local enquiry: Compare shelter photographs and accounts with wartime posters. Investigate a verified local wartime source if available. Ask how experience differed by place and person; do not assume Gamesley experienced the same events as central Manchester. Local heritage enquiry: explain how to care for photographs, objects and historic places. During any approved visit, follow site boundaries and leave remains undisturbed. Record what the evidence shows and what we still need to find out.	conflict, evacuation, refugee, propaganda, bias, reliable	Use contrasting sources to explain wartime experiences and qualify conclusions. Ask pupils to explain how their evidence supports the answer and what remains uncertain. Local evidence: Y5: explain how war affected civilians using evidence. Y6: compare perspectives and assess how far a source supports a claim.
Pentecost Who should go on the £10 banknote? (Year 6)	Historical significance depends on the criteria used and whose experiences are represented. Different individuals can be remembered for different achievements. Apply explicit criteria such as lasting impact, change and significance to different groups. Distinguish fame or personal preference from a historically supported judgement. Historical enquiry: Research individuals; compare claims; debate significance; construct a persuasive argument from evidence. Local context: Vivienne Westwood is a strong locally connected candidate: born in Tintwistle, educated at Glossop Grammar School and internationally known for fashion design. Local enquiry: Research an age-appropriate selection of her designs and biography. Compare her with another candidate using agreed criteria: achievement, influence, lasting impact and representation. Distinguish local pride from evidence of wider historical significance.	historically significant, achievement, legacy, criteria, evidence, perspective	Nominate an individual and defend the choice with evidence and clear criteria. Ask pupils to explain how their evidence supports the answer and what remains uncertain. Local evidence: Y5: nominate a candidate with supported reasons. Y6: weigh competing candidates, address a counterargument and justify how the criteria shaped the choice.

Connections across the year

Revisit the class timeline in every unit. Connect the selected themes through change and continuity, power, beliefs, achievement and significance where relevant. Compare new evidence with earlier examples rather than teaching each period in isolation.

History Progression Inclusion and Implementation

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The shared theme provides common experiences; the depth of explanation, independence and use of evidence develop from each pupil's starting point. The following expectations guide teaching and are not fixed ceilings.

Year group	Starting points and curriculum	Teaching emphasis	Expected evidence and progression
Year 5	Retrieve chronology and key concepts from earlier KS2. Identify gaps before extending interpretation and enquiry.	Compare accounts, consider purpose and audience, link claims to sources and plan longer explanations.	Explain connections across periods, weigh interpretations and justify a conclusion using more than one source.
Year 6	Secure the wider chronological framework and revisit relevant earlier learning about power, change and significance.	Choose and evaluate evidence more independently; examine bias and missing perspectives; weigh competing arguments.	Construct a sustained, evidenced explanation; evaluate reliability in relation to a question and acknowledge uncertainty.

Inclusive curriculum and adaptive teaching

Pre-teach and revisit vocabulary with images, real objects and examples. Use visual timelines, short accessible extracts, audio accounts, chunked instructions and oral rehearsal. Offer movement breaks and adult check-ins where needed. Pupils may explain learning through talk, sorting, drawings, photographs or supported writing. Adapt access for SEND and EAL without removing the historical enquiry. Extend confident pupils through stronger reasoning and evaluation, not extra copying.

Assessment vocabulary and retention

Begin each unit with a short retrieval check. During lessons ask: What can we see? What might it suggest? How do we know? What else would help us? Model vocabulary in context and revisit it through discussion and reading. Check misconceptions such as old meaning broken, every source being equally useful, or everyone in a period living in the same way. Combine final enquiry outcomes with discussion and practical source work; record next steps rather than relying on one written task.

Enrichment and subject leadership

Use suitable local photographs, school records, visitors' memories, museum objects or replicas to make enquiry tangible. Check provenance and handle personal or sensitive histories carefully. Subject leaders sample planning, pupil explanations and work for chronology, retained knowledge, vocabulary, enquiry and participation. Review the complete two-year map and pupils' routes between classes to check for gaps or unnecessary repetition. **Build a small collection for each school using dated school images, consented memories and local heritage sources. Ask pupils to explain how one local example helps answer the historical enquiry.**

Curriculum basis: school History overview; Kapow standard long-term plan and vocabulary progression. Assessment examples and differentiated teaching prompts are school-planning suggestions.

National Trust — Hardwick Hall — <https://www.nationaltrust.org.uk/visit/peak-district-derbyshire/hardwick/history-of-hardwick-hall>

Stockport Council — Air Raid Shelters — <https://www.stockport.gov.uk/about-the-air-raid-shelters/air-raid-shelters-history>

Buxton Museum — Westwood and Glossop — <https://buxtonmuseumandartgallery.wordpress.com/2023/10/21/art-on-the-streets-vivienne-westwood-mural-glossop-derbyshire/>