

History Coverage and Essential Learning

St Margaret's Catholic Voluntary Academy | Year 3 Year 4 and Year 5 | 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 Would you have preferred to live in the Stone Age, Bronze Age or Iron Age? (Year 3)	Prehistoric Britain includes the Stone, Bronze and Iron Ages. Archaeological evidence reveals changes in everyday life and technology. Connect changes in tools and materials with changes in ways of living. Explain that prehistory is studied using surviving physical evidence rather than written accounts from that society. Historical enquiry: Sequence periods; infer from artefacts; consider what evidence can and cannot tell us. Local context: Local landscape and a secure timeline. Melandra at Gamesley is a Roman fort: it belongs after the Stone, Bronze and Iron Ages. Peveril Castle at Castleton is later still, from the medieval period. Local enquiry: Use regional museum images of securely dated prehistoric objects alongside images of Melandra. Order the periods and discuss what archaeological remains reveal about daily life. Do not label the fort or castle as prehistoric. 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.	BC, prehistory, archaeology, artefact, settlement, technology	Use archaeological evidence to justify a comparison between periods. Ask pupils to explain how their evidence supports the answer and what remains uncertain. Local evidence: Y3: order periods and infer a possible use from an artefact. Y4: justify an inference and distinguish evidence from a guess. Y5 where taught: compare interpretations and explain a limit of the evidence.
Lent What changed in Britain after the Anglo-Saxon invasion? (Year 4)	Settlement, beliefs and daily life changed after Anglo-Saxon migration. Christianity spread; Viking raids and later events affected Anglo-Saxon rule. Connect the end of Roman rule with later migration and kingdoms. Use settlement and religious evidence to explain change without assuming that all communities changed at the same time. Historical enquiry: Use chronology and sources to explain causes and consequences of settlement and changes in belief. Local context: Melandra provides a local Roman reference point before Anglo-Saxon Britain; Peveril provides a later Norman/medieval reference point. Local enquiry: Place Roman Melandra, the Anglo-Saxon period and Norman Peveril on one timeline. Ask what changed nationally after Roman rule. Use the unit's Anglo-Saxon evidence; the fort alone does not prove later local occupation.	AD, invasion, settlement, kingdom, convert, monastery	Explain a change in Britain and support it with historical evidence. Ask pupils to explain how their evidence supports the answer and what remains uncertain. Local evidence: Y3: sequence periods and describe a national change. Y4: explain change using evidence. Y5 where taught: distinguish a national pattern from what can be claimed about Gamesley.

Term and Kapow unit	Essential knowledge and historical enquiry	Key vocabulary	Suggested assessment evidence
Pentecost How have children's lives changed? (Year 4)	Children's work, health and leisure have changed. Tudor and Victorian experiences varied; reformers such as Lord Shaftesbury contributed to change. Compare children from different social backgrounds as well as different periods. Connect reforms to changes in education and working conditions; recognise that change was uneven. Historical enquiry: Compare experiences across periods; identify continuity; evaluate the contribution of reform. Local context: Quarry Bank, in the wider Manchester region, offers evidence of child apprentices, factory work and life in the Apprentice House. Local enquiry: Compare an apprentice account or indenture with modern school routines. Explore work, education, health and leisure. Use evidence to discuss variation: these experiences do not describe every child in Glossop or Derbyshire. 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.	childhood, poverty, working conditions, law, continuity, consequence	Explain a change in children's lives, its causes and who benefited. Ask pupils to explain how their evidence supports the answer and what remains uncertain. Local evidence: Y3: identify changes in a child's day. Y4: explain causes and consequences. Y5: compare sources and judge how representative one child's experience is.

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.

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

Historic England — Melandra Roman fort — <https://historicengland.org.uk/listing/the-list/list-entry/1004595>

English Heritage — Peveril Castle — <https://www.english-heritage.org.uk/visit/places/peveril-castle/history/>

National Trust — Quarry Bank and Apprentice House — <https://www.nationaltrust.org.uk/visit/cheshire-greater-manchester/quarry-bank/visit-the-buildings-at-quarry-bank>

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 3	Check KS1 chronology, comparison and source use. Introduce BC/AD and the distinction between prehistory and recorded history.	Model inference from an artefact; use a shared timeline and structured questions; scaffold explanation and recording.	Sequence periods, make supported inferences and explain a change or cause using evidence.
Year 4	Retrieve earlier periods and connect them to the current unit. Check knowledge before assuming prior coverage.	Compare sources and periods; explain causes and consequences; discuss what evidence does not show.	Use historical terms accurately, support comparisons and distinguish evidence from unsupported claims.
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.

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.**