



# **History**

## **Curriculum Overview**



## Vision

At Moorside Primary School, our curriculum lies at the heart of everything we do. It reflects our Mission Statement, Aims, and our school motto: "**Learn, Achieve, Succeed, Together... for a LASTing education at Moorside!**"

We are committed to offering every child a broad, balanced, and knowledge-rich curriculum that inspires curiosity, nurtures individual strengths, and supports all learners to thrive. Whether pupils have specific talents, additional needs, or unique interests, we tailor learning experiences to ensure they are supported and challenged appropriately.

We recognise that every child is different—with their own experiences, skills, and aspirations. That's why we make it a priority to understand each pupil as an individual. By doing so, we can create meaningful learning opportunities that encourage progress, celebrate success, and promote a lifelong love of learning.

Through our inclusive and ambitious curriculum, we ensure that every child at Moorside has the opportunity to **learn, achieve, and succeed—together!**

## The School Curriculum

At Moorside Primary School, our curriculum is thoughtfully designed to ensure that all pupils access the highest quality content. This approach lays a strong foundation for future learning as children progress through school and into Key Stage 3 and beyond. Our curriculum is ambitious and exceeds the expectations set out in the national curriculum.

We place a strong emphasis on understanding the needs of our pupils, ensuring that every child is given the opportunity to achieve their full potential. While academic success is a key priority, we also place equal importance on nurturing pupils' spiritual, moral, social, and cultural development. Our goal is to ensure that every child leaves Moorside as a confident, independent, and successful lifelong learner, ready to make a positive contribution to society.

At Moorside, we've thoughtfully designed our Early Years curriculum to give children the best possible start in their learning. We follow national guidance, including *Birth to 5 Matters*, to make sure every child is well prepared for the next stage of their education, especially the important move into Year 1. Our curriculum supports all areas of development, covering both the **prime areas** (communication and language, physical development, and personal, social and emotional development) and the **specific areas** (literacy, maths, understanding the world, and expressive arts and design). Through a balance of play and more structured activities, we help children build the knowledge, skills, and attitudes they need to grow in confidence and thrive, not just in school, but in life.

In Key Stage 1 and 2, our curriculum aims to provide rich and meaningful learning experiences—both within and beyond the classroom—offering pupils opportunities they may not otherwise encounter. These wider experiences are carefully planned across each key stage.

To support the delivery of a broad and balanced curriculum, we use a range of accredited curriculums to help structure and sequence our **Core** and **Foundation subjects**. This ensures a well-organised, coherent progression of knowledge and skills from year to year, and across

subjects such as English, Reading, History, Geography, Art, Design & Technology, Science, and PSHE.

At the heart of the Moorside curriculum is knowledge. We aim to build a strong foundation of vocabulary and a deep understanding of the world. Our approach to teaching is informed by the latest research into how memory works, helping children retain knowledge over time. For us, progress means learning more and remembering more—pupils make progress as they grow their understanding of the curriculum.

To support this, we use **knowledge organisers** that clearly set out the key information children are expected to learn in each subject. These organisers are shared with families each half term, alongside guidance on the weekly knowledge pupils should commit to memory. Parents are encouraged to support learning through regular quizzing and discussion at home.

Ultimately, our curriculum is designed to help children know and remember more, build strong webs of knowledge, and develop a lasting love of learning.

## The National Curriculum

### Aims

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
- 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
- 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.

### Early Years

Although History is not a discrete subject in the Early Years Foundation Stage, the foundations for historical understanding are laid through the 'Understanding the World' area of learning, particularly the 'Past and Present' strand.

From a National Curriculum perspective, Early Years History aims to:

- **Develop chronological awareness** by helping children understand the concept of time through personal experiences and family events.
- **Introduce historical vocabulary** such as “past,” “present,” “old,” and “new” through stories, play, and discussion.
- **Foster curiosity** about people and events from the past, including significant individuals and cultural traditions.
- **Encourage enquiry and observation**, supporting children to ask questions and make comparisons between past and present.

These early experiences prepare children for Key Stage 1 History, where they begin to study significant historical events, people, and places in more structured ways, building on their foundational understanding of time, change, and continuity.

### **Key Stage 1**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

### **Key Stage 2**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

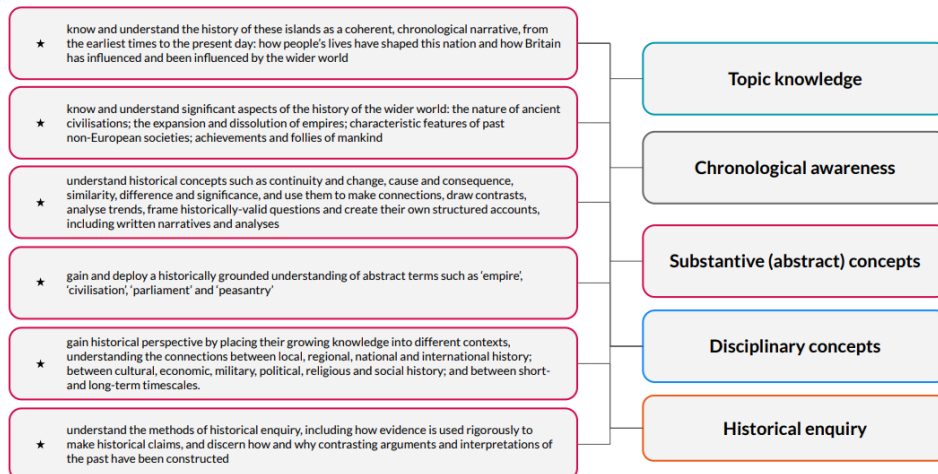
Pupils should be taught about:

- 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
- 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
- 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.

## Rationale for the school curriculum

### 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:



At Moorside Primary School, we have chosen to implement the Kapow History curriculum to ensure a high-quality, coherent, and engaging approach to historical learning across all key stages. Kapow provides a well-structured progression of knowledge and skills, aligned with the National Curriculum, while also supporting inclusive teaching, and enquiry-based learning. Its emphasis on chronological understanding, historical interpretation, and critical thinking enables our pupils to develop a deep and meaningful understanding of the past, preparing them to become informed and reflective citizens.



# At Moorside, we are... **Historians**



## **EARLY YEARS**

- My History - Understanding myself and my family
- Exploring the Past - People and Objects, Then and Now
- History Through Stories and Play
- Peek Into The Past
- Adventures Through Time

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## **YEAR 2**

- How Was School Different In The Past?
- How Did We Learn To Fly?
- What Is A Monarch?

1

2



## **YEAR 1**

- How Am I Making History?
- How Have Toys Changed?
- How Have Explorers Changed the World?



## **YEAR 4**

- How Have Children's Lives Changed?
- How Hard Was It To Invade And Settle In Britain?
- How Did The Achievements Of The Ancient Maya Impact Their Society And Beyond?

3

4



## **YEAR 3**

- Would You Have Preferred To Live In The Stone Age, Bronze Age or Iron Age?
- Why Did The Romans Invade And Settle In Britain?
- What Was Important Ancient Egyptians?



## **YEAR 6**

- What Can The Census Tell Us About The Local Area?
- What Was The Impact Of World War 2 On The People Of Britain?
- Unheard Stories: Who Should Go On The £10 Banknote?

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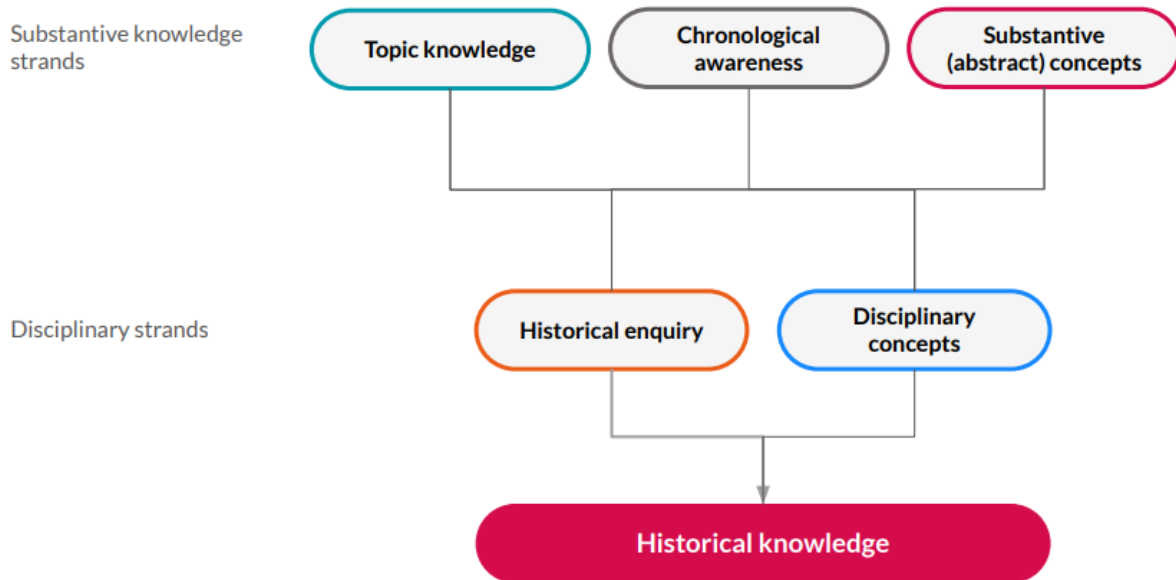


## **YEAR 5**

- Were The Vikings, Raiders, Traders, Or Something Else?
- What Was Life Like In Tudor England?
- What Is The Legacy Of The Ancient Greek Civilization?

# Curriculum Organisation

## How is the History scheme of work organised?

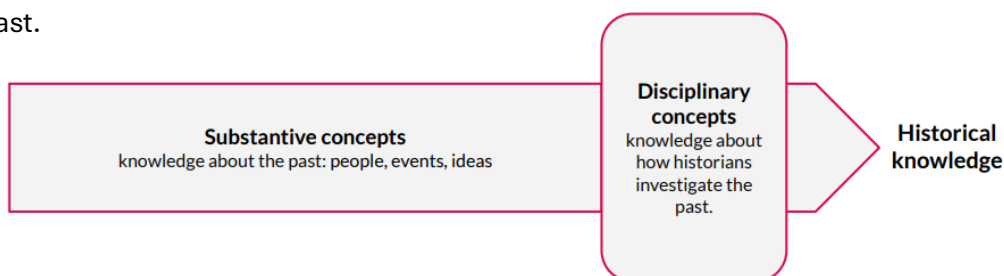


The scheme of work is organised to reflect the fact that ‘knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.’ (Ofsted research review series: History, 2021)

## Types of Knowledge

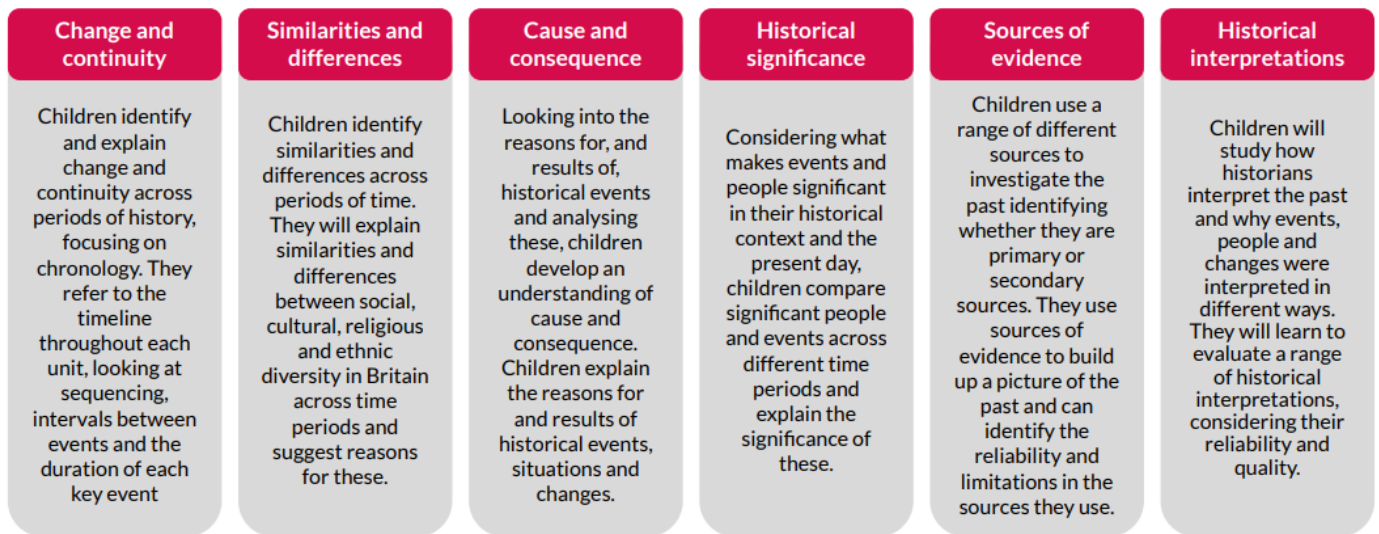
Substantive Knowledge	Disciplinary Knowledge
This refers to the content within history learning, the knowledge of the past: people, events, ideas and so on. This is regularly taught within primary school history with children learning about the key events and people of a variety of historical periods.	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.’ We use the Kapow scheme as it 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.



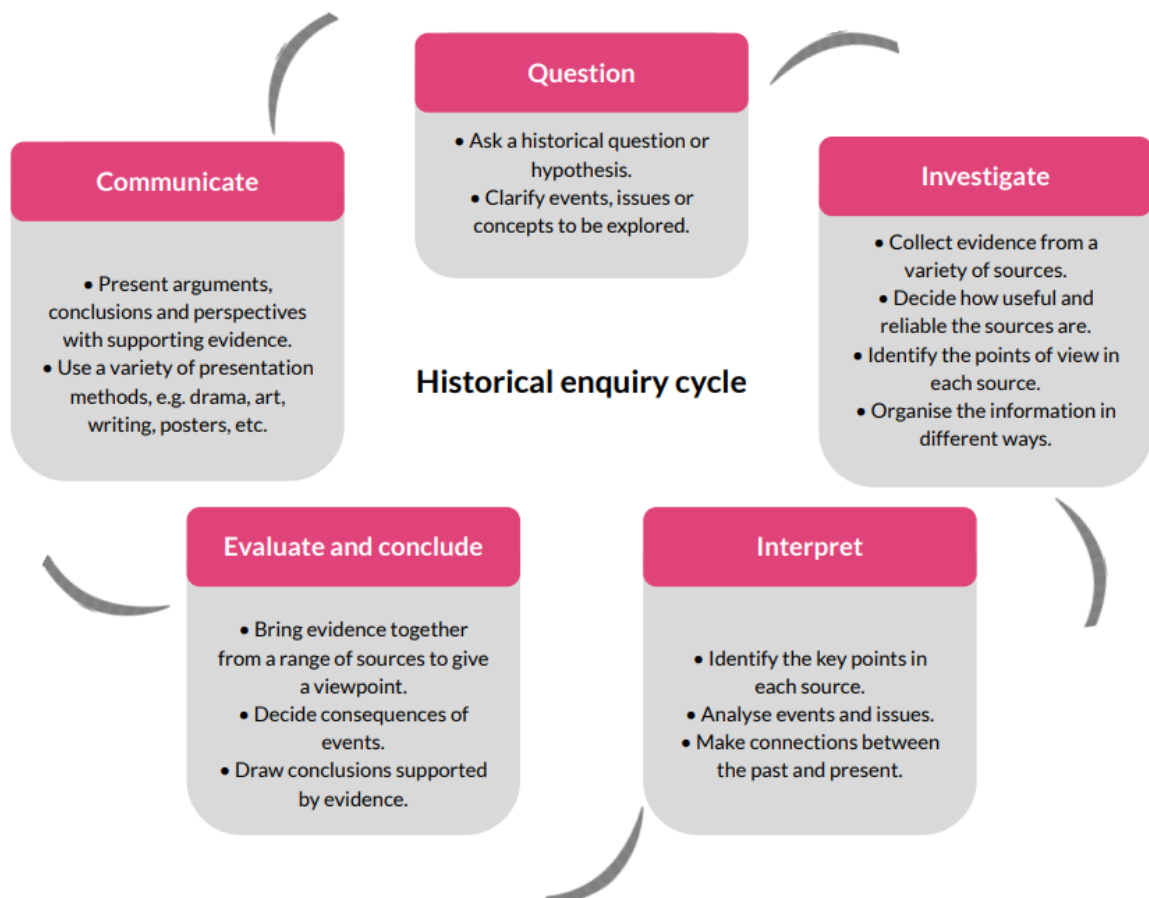
# Developing Knowledge and Skills

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



## 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.



# Oracy

**‘Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately. Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.’**

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry



## Learning through talk

At Moorside Primary, we know that talking is a powerful way for children to learn. By thinking aloud, asking questions, and discussing ideas together, pupils can explore their thinking and deepen their understanding.

## Learning to talk

Just as importantly, we support pupils to develop their oracy skills so they can communicate confidently in different situations — from classroom conversations to speaking in public, debating, or attending interviews.

**Through our History curriculum, pupils are supported to develop their oracy skills in a variety of ways, including:**

- Discuss and summarise key information from historical sources.
- Explain and justify their interpretations and conclusions.
- Persuade others about the significance of historical events and figures.
- Clarify and evaluate arguments presented by peers and historians.
- Role-play and dramatise historical scenarios to deepen understanding (e.g. hot-seating, conscience alley, freeze-framing).
- Prepare and present findings through oral formats such as gallery walks and audio recordings.
- Critique and compare the reliability and value of different historical sources.

This approach not only strengthens historical understanding but also supports the development of confident, articulate learners who can express themselves clearly and thoughtfully.

## Intent for History

At Moorside Primary School, our intent for History is to inspire pupils to become curious, creative and reflective learners who develop a rich understanding of the past at a local, national and global level. Using the Kapow Primary History scheme of work, we aim to nurture confident and critical thinkers who are able to question, explain and analyse historical evidence with increasing independence.

Our curriculum provides opportunities for children to explore significant people, places and events, developing an awareness of how things have changed over time and how history shapes the present and future. We want pupils to appreciate the diversity of societies and the complexity of people's lives, recognising relationships between different groups and learning to empathise with others. Through this, children will also reflect on the mistakes and achievements of humankind, deepening their understanding of the world around them.

We place a strong emphasis on developing a secure sense of chronology, enabling pupils to make connections across time periods and build a clear narrative of history. Children will learn how historians study the past and construct accounts, while also developing their own skills of historical enquiry through questioning, investigating and evaluating sources.

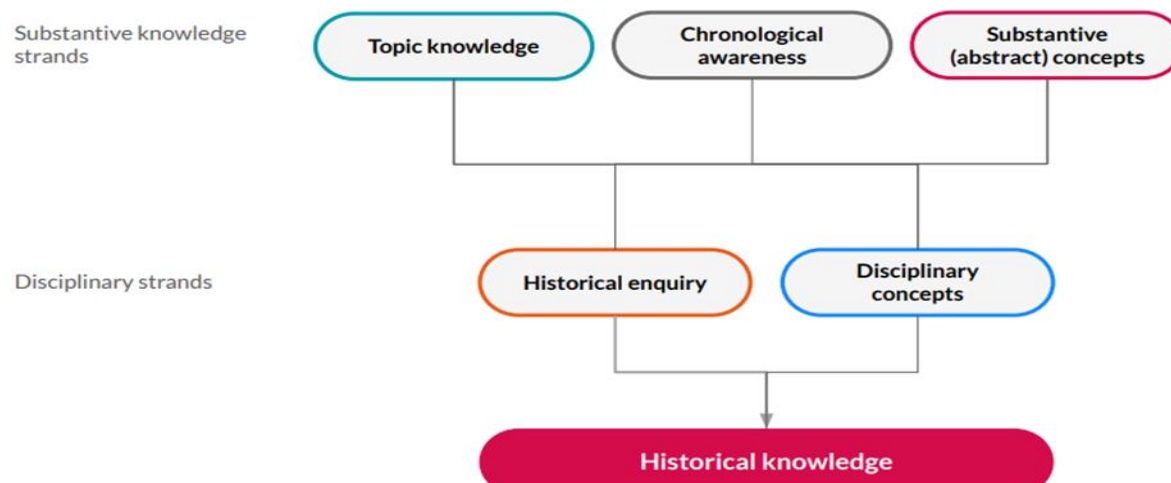
Our history curriculum introduces pupils to key substantive concepts, such as power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture. These themes underpin historical understanding across all year groups and prepare pupils for future learning.

Through engaging and challenging lessons, we ensure pupils meet the National Curriculum aims and end-of-key-stage expectations, while in the EYFS, our provision supports children in working towards the *Understanding the World* Early Learning Goals. This ensures a strong foundation of knowledge and curiosity for learning about the past as children progress into Key Stage 1 and beyond.

At Moorside Primary, our vision is that pupils leave us with not only secure historical knowledge but also the skills to think critically, to question confidently, and to understand the importance of history in shaping both their own identities and the wider world.

## Implementation

In order to meet the aims of the National curriculum for History and in response to the Ofsted Research review into History, we have identified the following key strands:



At Moorside Primary School, we deliver our history curriculum through the Kapow Primary History scheme of work, which places historical knowledge and disciplinary approaches at its heart. The scheme ensures that pupils experience history as historians do – by questioning, investigating, interpreting and evaluating evidence before drawing conclusions and communicating their findings.

Each six-lesson unit is enquiry-based and focuses on developing chronological understanding, enabling children to place their learning within a wider historical context and make meaningful comparisons across different periods and places. In EYFS, children begin their historical journey by reflecting on their own past experiences and comparing characters from stories, including historical figures. This early work helps them recognise that everyone has their own history and begins to build their understanding of broader historical narratives.

As pupils move into Key Stage 1, they develop their awareness of the past further, recognising where people and events fit chronologically and starting to build a mental timeline. This timeline is developed further throughout Key Stage 2, where children make connections, identify contrasts and explore trends across time periods.

Children are introduced to key disciplinary concepts – change and continuity, cause and consequence, similarities and differences, historical significance, historical interpretations, and sources of evidence. These are revisited in different contexts throughout local, British and world history studies, enabling children to apply historical skills and think critically. They also encounter substantive concepts such as power, trade, invasion, settlement, and empire, which are introduced in Key Stage 1 and revisited in greater depth across Key Stage 2, following a spiral curriculum model that builds knowledge progressively over time.

To make history meaningful, children are encouraged to carry out their own historical enquiries, drawing on a range of sources and applying their developing knowledge and skills. Lessons are designed to be engaging, hands-on and inclusive, with clear adaptations available to ensure all pupils can access the curriculum and that there are opportunities to extend learning for those who need challenge.

Knowledge organisers are used to support the recall of key facts, vocabulary and concepts, helping children build a secure foundation of knowledge and strengthen long-term memory. In addition, History in Action videos introduce pupils to careers within history and heritage, helping them understand how historical skills are applied in the wider world.

Strong subject knowledge underpins the delivery of history at Moorside Primary. Each unit provides clear guidance and support for teachers, including potential misconceptions and links to prior learning, ensuring that staff feel confident and well-prepared to teach high-quality history lessons.

Through this approach, history at Moorside Primary is taught in a way that is progressive, inclusive and engaging, ensuring children develop both a secure body of knowledge and the historical skills needed to think critically about the past, preparing them for future learning and for life beyond school.

# Adaptive Practise

## **SEND - Adaptive Teaching Strategies For Those Who Need Support and Scaffold**

### **1. Adjusting the Level of Challenge**

Adapt tasks so they are accessible but still stretching – e.g. provide sentence stems, scaffolds, or allow pupils to show learning in different ways such as mind maps or collaborative work.

### **2. Clarifying and Simplifying Instructions**

Break tasks down into clear, manageable steps – e.g. use numbered instructions, visual cues (pictures, symbols, diagrams), or rephrase directions.

### **3. Highlighting Essential Content**

Focus on the key ideas and concepts from the curriculum – e.g. bold or highlight essential knowledge, remove unnecessary detail to reduce overload.

### **4. Re-explaining and Reinforcing Concepts**

Give multiple opportunities to revisit and reframe new learning – e.g. explain in different ways, link to real-life contexts, or use hands-on resources.

### **5. Using Examples and Models**

Show pupils what success looks like – e.g. worked examples, sample answers, modelled writing or problem solving.

### **6. Collaborative and Peer Support**

Build in opportunities for pupils to learn with and from one another – e.g. talk partners, group roles, peer tutoring, or structured team activities.

### **7. Scaffolding with Step-by-Step Guidance**

Guide pupils through learning gradually – e.g. “I do, we do, you do”, sentence starters, checklists, or prompts for each stage of a task.

### **8. Improving Accessibility**

Make content easier to access – e.g. sit pupils close to the teacher, ensure visibility of the board, provide child-friendly texts/media, or read aloud when needed.

### **9. Allowing Additional Processing Time**

Give pupils more time to think, respond, or complete tasks – e.g. extended wait time for answers, chunked activities, or pausing to check understanding.

### **10. Teaching and Reinforcing Vocabulary**

Introduce and revisit key vocabulary explicitly – e.g. word banks, visual images, repetition, or sentence stems to practise using words correctly.

### **11. Checking Understanding and Providing Feedback**

Monitor learning regularly and provide immediate support – e.g. mini-plenaries, quick quizzes, targeted questioning, or verbal feedback.

### **12. Offering Multiple Ways to Record and Present Learning**

Encourage pupils to show understanding in varied ways – e.g. oral responses, drawings, photos, digital recordings, mind maps, or written work.

### **13. Pre-teaching Key Knowledge and Vocabulary**

Prepare pupils ahead of lessons to boost confidence – e.g. introduce new words, concepts, or background knowledge before whole-class teaching.

## **Those Who Need Further Challenge - Adaptive Teaching Strategies to Stretch and Support**

### **1. Building on Prior Knowledge**

More able pupils should be encouraged to share their existing knowledge with peers through peer modelling, presentations, or by tackling enquiry-based questions that extend their understanding.

### **2. Interest-Driven Extension**

Teachers should build on pupils' interests by providing higher-level texts, suggesting independent reading, and assigning home learning projects that deepen engagement with the subject.

### **3. Deepening Conceptual Understanding**

Pupils should be challenged to explore topics in greater depth, use more complex terminology, and make abstract connections to develop a richer understanding.

### **4. Higher-Order Questioning**

Teachers should use open-ended questions that promote critical thinking, interpretation, and inference, encouraging pupils to analyse and evaluate ideas.

### **5. Challenging Learner Roles**

More able pupils should be given roles that require leadership, debate, or tutoring, allowing them to contribute meaningfully and stretch their thinking.

### **6. Mastery and Enrichment Activities**

Teachers should provide opportunities for mastery through intensive teaching, peer-assisted learning, and analytical tasks that require deeper engagement with content.

### **7. Flexible Task Design**

Pupils should be offered a choice of tasks with varying levels of challenge, and success criteria should be adapted to stretch their capabilities.

### **8. Feedback for Growth**

Feedback should be framed to encourage pupils to take responsibility for their learning, using open-ended questions to prompt reflection and improvement.

## Impact

The impact of our History curriculum at Moorside Primary is measured through a combination of formative and summative assessment opportunities, enabling teachers to track progress and ensure that every child achieves well. Each lesson provides guidance for teachers to assess pupils against key learning objectives, while each unit concludes with a skill catcher and knowledge assessment quiz to provide clear evidence of learning and progression.

As a result of high-quality teaching and the consistent use of the Kapow Primary History scheme, children at Moorside will leave school as enquiring learners who are curious about the past and confident in asking historically valid questions. They will have developed the ability to critically analyse evidence, make informed and balanced judgements, and construct historical arguments with increasing independence.

The expected impact of our curriculum is that pupils will:

- **Know and understand** the history of Britain, recognising how people's lives have shaped the nation and how Britain has influenced, and been influenced by, the wider world.
- **Develop an understanding** of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of humankind.
- Gain a **historically grounded understanding** of key substantive concepts such as power, invasion, settlement and migration, civilisation, religion, trade, achievements of humankind, society and culture.
- Be able to **form historical arguments** using cause and effect, consequence, continuity and change, and similarities and differences.
- Show an **appreciation of significant individuals, inventions and events**, recognising their impact on both the past and the present.
- Understand how **historians study the past and construct accounts**, and begin to use these approaches in their own enquiries.
- Develop the confidence to **ask questions, investigate sources, and construct structured accounts** to communicate their understanding.
- Recognise and explain **different interpretations of the past**, understanding how and why these accounts are created.
- Be able to **make connections across time periods and concepts**, building a secure chronological framework to support future learning.

By the end of each key stage, pupils will have met the relevant expectations set out in the Early Learning Goals (EYFS) and the National Curriculum for History (KS1 and KS2).

Ultimately, our History curriculum ensures that children at Moorside Primary develop both a secure body of historical knowledge and the critical skills to think, question and reason like historians. They leave us well-prepared for the next stage of their education, with a lasting curiosity and appreciation for the past and its impact on the present and future.

## **Assessment**

Assessment is an integral part of the History curriculum at Moorside Primary School. At the end of each lesson, teachers assess pupils' learning against statements directly linked to the lesson objectives. This information is then logged on Insights, providing a clear and consistent record of progress.

Over the course of a unit, teachers, subject leaders, and senior leaders are able to monitor both whole-class and individual progress. This system also enables tracking over longer periods of time, supporting the identification of patterns in attainment and progress across year groups and key stages.

Teachers make use of assessment grids (via Insights) to identify gaps in prior knowledge. By referring to the structure of the Kapow curriculum, staff can identify which previous units are relevant and plan opportunities to revisit and reinforce key concepts, ensuring pupils are supported in securing their learning.

At the end of each unit, a knowledge catcher is used to assess pupils' overall understanding of the topic. In addition, unit quizzes are embedded into teaching to provide regular retrieval practice, strengthening long-term memory and consolidating prior learning.

This approach ensures that assessment is ongoing, purposeful, and used effectively to inform planning, support pupils, and drive improvement in History teaching and learning across the school.

### **The Role of Subject Leaders**

History subject leaders at Moorside Primary make effective use of assessment data to monitor the quality and impact of History across the school. Insights data, knowledge catchers, and assessment grids allow leaders to:

- Evaluate pupil progress and attainment across classes and year groups.
- Identify strengths and areas for development in teaching and learning.
- Monitor curriculum coverage and progression across key stages.
- Support teachers in addressing gaps and ensuring consistency in delivery.

This systematic use of assessment ensures that subject leadership is proactive and evidence-based, driving continuous improvement in History teaching and learning.

Subject leaders are given dedicated time to monitor and evaluate their subject effectively. They have access to ongoing CPD to strengthen their subject knowledge and leadership skills. Each term, subject leaders produce a report that is shared with all staff, outlining the impact of the subject on pupil outcomes and identifying clear priorities for further development.

# Overview of Content

	Autumn	Spring	Summer
EYFS	My History: Understanding myself and family Peek into the past	Exploring the past: People and objects- then and now Adventures through time	History through stories and play
Year 1	How am I making history?	How have toys changed?	How have explorers changed the world?
Year 2	How did we learn to fly?	How was school different in the past?	What is a monarch?
Year 3 (LKS2)	British history 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	British history 2: Why did the Romans invade and settle in Britain?	What was important to ancient Egyptians?
Year 4 (LKS2)	How have children's lives changed?	British history 3: What changed in Britain after the Anglo-Saxon invasion?	How did the achievements of the ancient Maya impact their society and beyond?
Year 5 (UKS2)	Were the Vikings raiders, traders or something else?	British history 5: What was life like in Tudor England?	What is the legacy of the ancient Greek civilisation?
Year 6 (UKS2)	What can the census tell us about local areas?	What was the impact of World War 2 on the people of Britain?	Unheard histories: Who should go on the £10 banknote?