



Long Term Plan- History

	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
NC Obj: Vocabulary	Understand and use vocabulary such as: Past, present, future, old, new, dates (the year 1998), recently, modern, a long time ago, years, century, monarchy, parliament, King and Queen, when my parents/carers, grandparents were children, in the times?	Understand and use vocabulary such as: Past, present, future, recently, modern, a long time ago, years, century, monarchy, parliament, King and Queen, when my parents/carers, grandparents were children, in the times, in my lifetime, old-fashioned, timeline, time scale, in the period, older, newer, dates (centuries e.g 20 th century), decades, historical, nation, national, civilisation, democracy, war and peace?	NC Obj	Ancient Egypt- the achievements of the earliest civilisations- an overview of where & when the first civilisations appeared and an in depth study Tremors >Geography Volcanoes, Vesuvius/Pompeii Heroes around us -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 >Significant people	I am Warrior: -The Roman Empire's impact on Britain >Who were the Romans? - Life in Rome >Roman Army – features/weapons and technical language >Roman Empire >Why did the Romans want to invade Britain? - Britain's resources >Introduction to the Celts – who were they, characteristics etc >Julius Caesar's attempts at invasion in 55 and 54BC – why did it fail? >The invasion in 43AD – who won/ fighting tactics etc >aftermath of the invasion – What the Romans did for us – roads, materials / goods > culture / civilisation -Britain's settlement by Anglo-Saxons and Scots. > Roman's withdrawal from Britain in AD410 and the fall of the Western Roman Empire -the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. >Edward the Confessor and his death in 1066	(Sept 2021)Ancient Greece- a study of Greek life, achievements and their influence on the western world -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 >Tudors >WWI -a local history study >Tudors- Stratford	Mayan Civilisation- a non-European society that provides contrasts with British History -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 >WWII -Changes in Britain from the Stone Age to the Iron Age >Science- Evolution > Link to Music – Culture and Art – (Spring 1)
Changes in living memory	-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life >Moon landing >Coronation of the Queen Elizabeth II (through London topic)	-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life >Cadbury >British empire >Gandhi					
Historical events:	-Events beyond living memory that are significant nationally or globally >The Great Fire of London Formation of Fire service Moon Landing > Formation of the Police Force	-Events beyond living memory that are significant nationally or globally > Christopher Columbus					
Significant people:	-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 >Queen Elizabeth II > Samuel Pepyes (London) > King Charles I >Sir Robert Peel (London) Neil Armstrong (Space) Florence N and Mary Seacole (Superheroes) Sir David Attenborough (Paws, Claws and Whiskers)/ Superheroes	-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 > Gandhi > Queen Elizabeth I > Queen Victoria > Cadbury family (Quakers)					
Local history:	Building of the school	-Significant historical events, people and places in their own locality. Cadbury					
Golden Thread Autumn	How animals supported the wars - how animals support us now	How children were evacuated - how people are displaced now	Golden Thread Autumn	Rations (baking on basic rations) to harvest and food production/fair trade now	How soldiers from different races and religions supported the war - tolerance, respect, openness of different religions now	How women supported the war - gender equality/inequality now	Field hospitals, medicine Improvements in medical care/understanding NHS
Golden Thread Spring	School built and changes over time School grounds and surrounding area e.g Langley Senior, Olton Friary, Robin Hood golf club etc Make a map? Walk to these places?	Town (Solihull) How has our town changed over time? Local MP Look at OS maps?	Golden Thread Spring	County West Midlands What makes a county? Why were they created? How do they evolve and change over time? Look at maps/OS maps? Make maps- population, industry	UK borders Changes in law/ independence- Governments Why is Southern Ireland not part of the UK? Flags Capital cities Make maps? Show climate, population, industry?	European Union When and why was it created? Which countries joined, left? Ruled/looked over by whom? Flag? Make maps? Show climate, population, industry?	British Empire/ Commonwealth Developed when and why? Ruled by whom? Changes over time Flag? Make maps? Show climate, population, industry?



<p>Skills Progression:</p> <p>Investigating and Interpreting the Past</p>	<ul style="list-style-type: none"> -Observe or handle evidence to ask questions and find answers to questions about the past -Ask questions such as; What was it like for people? What happened? How long ago? -Use artefacts, pictures, stories etc to find out about the past -Identify some of the different ways the past has been represented – Samuel Pepyes’ diary, photos vs painting -Historical buildings – London landmark, Commemorative days- Poppy Day, Rio Carnival -Tell you how I found out about people or events in the past -Find out more about a famous person from the past and carry out some research on him or her? -Show an understanding of concepts such as monarchy and parliament when learning about historical events 	<ul style="list-style-type: none"> -Observe or handle evidence to ask questions and find answers to questions about the past -Ask questions such as; What was it like for people? What happened? How long ago? -Use artefacts, pictures, stories etc to find out about the past -Choose and use parts of stories or other sources to show that I understand events or people from the past? -Identify some of the different ways the past has been represented -Begin to explain the causes of an historical event -Talk about similarities and differences between two different time periods -Begin to explain how local people or events in history have changed things nationally or internationally -Explain why Britain has a special history by naming some famous events and some famous people -Talk about a ‘nation’, an aspect of its history and the impact it has had on the nation -Show an understanding of concepts such as civilisation, monarchy, parliament, war and peace when talking about historical people and events 		<ul style="list-style-type: none"> -Use evidence to ask questions and find answers to questions about the past -Suggest suitable sources of evidence for historical enquiries -Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history -Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. -Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> -Use evidence to ask questions and find answers to questions about the past -Suggest suitable sources of evidence for historical enquiries -Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history -Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. -Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> -Use sources of evidence to deduce information about the past -Select suitable sources of evidence, giving reasons for choices. -Use sources of information to form testable hypotheses about the past. -Seek out and analyse a wide range of evidence in order to justify claims about the past -Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. -Understand that no single source of evidence gives the full answer to questions about the past. -Refine lines of enquiry 	<ul style="list-style-type: none"> -Use sources of evidence to deduce information about the past -Select suitable sources of evidence, giving reasons for choices. -Use sources of information to form testable hypotheses about the past. -Seek out and analyse a wide range of evidence in order to justify claims about the past -Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. -Understand that no single source of evidence gives the full answer to questions about the past. -Refine lines of enquiry
<p>Building an overview of World History</p>	<ul style="list-style-type: none"> -Describe/recount some historical events – Great Fire of London, Moon landing -Describe/talk about some significant people from the past – as above 	<ul style="list-style-type: none"> -Describe historical events -Describe significant people from the past -Recognise that there are reasons why people in the past acted as they did 		<ul style="list-style-type: none"> -Describe changes that have happened in the locality of the school throughout history. (Golden thread?) -Compare some of the times studied with those of other areas of interest around the world. -Describe the social, ethnic, cultural or religious diversity of a past society -Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	<ul style="list-style-type: none"> -Describe changes that have happened in the locality of the school throughout history. (Golden thread?) -Give a broad overview of life in Britain from ancient until medieval times -Describe the social, ethnic, cultural or religious diversity of a past society -Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	<ul style="list-style-type: none"> -Describe changes that have happened in the locality of the school throughout history. (Golden thread?) -Give a broad overview of life in Britain in the Tudor Times -Compare some of the times studied with those of present times around the world -Describe the social, ethnic, cultural or religious diversity of a past society -Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	<ul style="list-style-type: none"> -Describe changes that have happened in the locality of the school throughout history. (Golden thread?) -Compare some of the times studied with those of present times around the world -Describe the social, ethnic, cultural or religious diversity of a past society -Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
<p>Understanding Chronology</p>	<ul style="list-style-type: none"> -Place up to three events and artefacts in order on a time line Great Fire of London, biography of Neil Armstrong. -Recount changes that have happened in their lifetime -Destruction of the rainforests, London -Use dates to talk about people or events from the past where appropriate 	<ul style="list-style-type: none"> -Place events and artefacts in order on a time line -Label time lines with words or phrases -Recount changes that have happened in their lifetime -Use dates to talk about people or events from the past where appropriate -Connect new learning of historical people or events to others that I have learnt about before 		<ul style="list-style-type: none"> -Place events, artefacts and historical figures on a timeline using dates. -understand the concept of change over time, representing this, along with evidence, on a time line. -use dates and terms to describe events. 	<ul style="list-style-type: none"> -Place events, artefacts and historical figures on a timeline using dates. -understand the concept of change over time, representing this, along with evidence, on a time line. -use dates and terms to describe events. 	<ul style="list-style-type: none"> -Describe the main changes in a period of history using appropriate vocabulary -Identify periods of rapid change in history and contrast them with times of very little change -Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. -Use dates and terms accurately in describing events 	<ul style="list-style-type: none"> -Describe the main changes in a period of history using appropriate vocabulary -Identify periods of rapid change in history and contrast them with times of very little change -Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. -Use dates and terms accurately in describing events
<p>Communicating Historically</p>	<ul style="list-style-type: none"> -show an understanding of the concept of nation and nation’s history – London – monarchs past and present, Rio carnival -start to show an understanding of concepts such as civilisation, monarchy, parliament, democracy - Great Fire of London. -Ask questions such as: What was it like for people? What happened? How long ago? -Answer questions by using different sources, such as an information book or pictures 	<ul style="list-style-type: none"> -show and understanding of the concept of nation and nation’s history -show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace -Understand and talk about how people find out about the past -Show understanding of how evidence is collected and used to make historical facts - Ask questions such as: What was it like for people? What happened? How long ago? -Answer questions by using a specific source, such as an information book -Research the life of someone who used to live in my area using the Internet and other sources to find out about them - Research the life of a famous Briton from the past using different resources to help me 		<ul style="list-style-type: none"> -Use appropriate historical vocabulary to communicate, inc dates, time, period, era, change and chronology. -Use English, Maths and Computing skills to a good standard in order to communicate information about the past 	<ul style="list-style-type: none"> -Use appropriate historical vocabulary to communicate, inc dates, time, period, era, change and chronology. -Use English, Maths and Computing skills to a good standard in order to communicate information about the past 	<ul style="list-style-type: none"> -Use appropriate historical vocabulary to communicate, inc dates, time, period, era, change, chronology, continuity, change, century, decade and legacy -Use English, Maths and Computing skills to an exceptional standard in order to communicate information about the past -Use original ways to present information and ideas 	<ul style="list-style-type: none"> -Use appropriate historical vocabulary to communicate, inc dates, time, period, era, change, chronology, continuity, change, century, decade and legacy -Use English, Maths and Computing skills to an exceptional standard in order to communicate information about the past -Use original ways to present information and ideas

Are we fulfilling the NC 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