

History Long Term Plan

| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| YEAR 1 | | | | | |
| | <p align="center"><u>Transport</u></p> <ul style="list-style-type: none"> ✓ To know the order of different forms of transport. ✓ To describe generally times in Britain when different transport was required. ✓ To know who was important in national and international travel and transport achievements. ✓ To suggest some reasons why certain transport is better than others. ✓ To describe things that are similar between different forms of transport in the past and modern day. ✓ To compare transport of the past with transport available in modern day. ✓ To use books, images and stories to find out about the past. ✓ To use different historical sources to form ideas about the past. ✓ To ask questions about transport in the past. ✓ To use historical sources to form questions about the past. | <p align="center"><u>Dinosaurs</u></p> <ul style="list-style-type: none"> ✓ To know generally where the life of dinosaurs fits in time. ✓ To understand that dinosaurs became extinct. ✓ To describe things that are similar between different types of dinosaurs. ✓ To use different historical sources to form ideas about the past. ✓ To ask questions about life during the dinosaurs. ✓ To use historical sources to form questions about the past. | | | |
| YEAR 2 | | | | | |
| | <p align="center"><u>Great Fire of London</u></p> <ul style="list-style-type: none"> ✓ To know the timeframe of the Great Fire of London. To describe generally when the Great Fire of London occurred. ✓ To describe key events in the Great Fire of London. ✓ To suggest reasons why Samuel Pepys did certain things in the past ✓ To state some of the changes that happened in London because of the Great Fire of London. ✓ To compare pictures or photographs of people or events in the past. ✓ To explain why a source is more useful than another. ✓ To ask and answer questions about the Great Fire of London from a range of sources. ✓ To suggest some ideas about the past from other people's questions. | <p align="center"><u>Parks</u></p> <ul style="list-style-type: none"> ✓ To describe generally when a park first was created. ✓ To learn about why a park was important in their locality. ✓ To identify similarities and differences between parks of the past and modern life. ✓ To compare pictures or photographs of people or events in the past. ✓ To explain why a source is more useful than another. ✓ To ask and answer questions about parks from a range of sources. ✓ To suggest some ideas about the past from other people's questions. | | <p align="center"><u>Victorian Children</u></p> <ul style="list-style-type: none"> ✓ To know that the Victorians came after the Great Fire of London. ✓ To understand who Queen Victoria was and what Victorian life was like in the local area. ✓ To understand that rich and poor people lived differently in the Victorian era. ✓ To learn about Victorian life. ✓ To identify similarities and differences between ways of life in Victorian England and modern life. ✓ To compare pictures or photographs of people or events in the past. ✓ To explain why a source is more useful than another. ✓ To ask and answer questions about the Victorians based on parts of stories and other sources. | <p align="center"><u>Victorian Seaside</u></p> <ul style="list-style-type: none"> ✓ To understand how steam changed people's lives in the Victorian era. ✓ To understand why in the Victorian era, the seaside was important to where I live. ✓ To describe some of the ways day-to-day life was different for different people. ✓ To describe some of the ways the seaside in the Victorian era was different to modern day. ✓ To suggest reasons why Victorians travelled to the seaside. ✓ To identify similarities and differences between ways of life in Victorian England and modern life. ✓ To compare pictures or photographs of people or events in the past. ✓ To ask and answer questions about the Victorians based on parts of stories and other sources. |

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| | | | | ✓ To suggest some ideas about the past from other people's questions. | ✓ To suggest some ideas about the past from other people's questions. |
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YEAR 3

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| <p align="center"><u>Stone Age, Bronze Age and Iron Age</u></p> <ul style="list-style-type: none"> ✓ To develop a chronologically secure knowledge and understanding of British history, starting from the Stone Age. ✓ To use dates to show that the Stone Age, Bronze Age and Iron Age were periods in Britain after the time of the dinosaurs. ✓ To understand the ways of life of people in the Stone Age, Bronze Age and Iron Age people and why this led to changes in Britain. ✓ To describe the changes in Britain from the Stone Age to the Iron Age. ✓ To understand how our knowledge of the past is constructed from different sources and explain ways in which they differ. ✓ To understand that different sources can give different versions of the past. ✓ To devise historically valid questions about cause of change in settlements from the Stone Age to the Iron Age. ✓ To use historical facts to respond to questions posed by other people. | <p align="center"><u>Fishing Industry</u></p> <ul style="list-style-type: none"> ✓ To explain generally when the fishing industry became a main industry. ✓ To learn about the fishing industry and influential people of the trade from their local area. ✓ To understand how technological changes (e.g. steam trawlers, introduction of freezing) affected the fishing industry. ✓ To describe the changes to the fishing industry over time. ✓ To understand how our knowledge of the past is constructed from different sources and explain ways in which they differ. ✓ To understand that different sources can give different versions of the past. ✓ To devise historically valid questions about cause and significance of changes to lighthouse designs. ✓ To use historical facts to respond to questions posed by other people. | | <p align="center"><u>Ancient Egyptians</u></p> <ul style="list-style-type: none"> ✓ To learn when and where the first Ancient Egyptian civilizations appeared using BC. To begin to establish clear narratives within the periods of Ancient Egyptian civilisations. ✓ To learn about the achievements of the Ancient Egyptians and how these were significant globally. ✓ To compare cultural aspects of the Ancient Egyptians with the Stone Age, Bronze Age and Iron Age. ✓ To understand how our knowledge of the past is constructed from different sources and explain ways in which they differ. ✓ To understand that different sources can give different versions of the past. ✓ To ask and answer questions about the Victorians based on parts of stories To devise historically valid questions about cause and significance of Ancient Egyptian beliefs and invention. ✓ To use historical facts to respond to questions posed by other people. |
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YEAR 4

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| <p align="center"><u>Vikings and Anglo-Saxons</u></p> <ul style="list-style-type: none"> ✓ To develop a chronologically secure knowledge and understanding of local history relating to the Vikings and Anglo-Saxons. ✓ To use BC and AC dates to show that the Anglo-Saxons came before the Vikings but after the Stone Age. ✓ To begin to establish clear narratives within the periods of Viking and Anglo-Saxon Britain. ✓ To learn about Britain's settlement by Anglo-Saxons and Scots. ✓ To use historical knowledge to justify the reasons for the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. ✓ To describe connections and trends between the Vikings and the Anglo-Saxons. ✓ To understand how our knowledge of the past is constructed from a range of primary and secondary sources, relating this to first-hand and second-hand experiences. ✓ To select different versions of sources based on the usefulness in answering historical questions. ✓ To address historically valid questions about national and global change, including Viking invasion. ✓ To choose relevant material to respond to historical questions posed by other people. | | <p align="center"><u>Ancient Greece</u></p> <p>To use BC and AD date periods to show that the Ancient Greeks came after the Ancient Egyptians</p> <ul style="list-style-type: none"> ✓ To learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. ✓ To note trends over time between Ancient and Modern Greece. ✓ To understand how our knowledge of the past is constructed from a range of primary and secondary sources, relating this to first-hand and second-hand experiences. ✓ To select different versions of sources based on the usefulness in answering historical questions. ✓ To address historically valid questions about similarities and difference between Ancient and modern Greece. | <p align="center"><u>Mayans</u></p> <ul style="list-style-type: none"> ✓ To describe the social, cultural, and religious features of Mayan civilisation and suggest reasoning why the civilisation didn't survive. ✓ To note connections and contrasts between the social, cultural and religious features of the Mayan civilisations and the other civilisations already learnt about (Ancient Egypt, Vikings) ✓ To understand how our knowledge of the past is constructed from a range of primary and secondary sources, relating this to first-hand and second-hand experiences. ✓ To address historically valid questions about social, cultural and religious elements of the Mayan civilisation. ✓ To choose relevant material to respond to historical questions posed by other people. | |
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| | | ✓ To choose relevant material to respond to historical questions posed by other people. | ✓ To select different versions of sources based on the usefulness in answering historical questions. | |
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YEAR 5

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| <p align="center"><u>Romans</u></p> <ul style="list-style-type: none"> ✓ To demonstrate a chronologically secure knowledge and understanding of British and world history in relation to Roman invasion. ✓ To use BC, AD and timelines to show the crossover and chronology of the Roman Empire and other ancient civilisations. ✓ To learn about the Roman Empire and understand its impact on Britain. ✓ To describe connections and contrasts between the Roman and Viking invasions. ✓ To understand how our knowledge of the past is constructed from a range of sources and that this can differ based on the period of time studied. ✓ To know that some historical sources may be bias and unreliable. ✓ To address and devise historically valid questions about the significance of the Roman invasion, applying knowledge of Viking invasions. ✓ To construct informed responses to questions by selecting and organising relevant historical information. | | | | <p align="center"><u>Democracy Through the Ages</u></p> <ul style="list-style-type: none"> ✓ To demonstrate a chronologically secure knowledge and understanding of British rule and monarchy. ✓ To use a timeline of dates to track democracy across British history, beyond 1066. ✓ To establish clear narratives across periods of British and world history, to recognise trends over time and to describe duration or periods of events. ✓ To complete a study of democracy across British history. ✓ To identify, describe and reflect on significant leaders who have impacted on political change in Britain. ✓ To note connections, contrasts and trends over time in how leadership has impacted in democracy during British history. ✓ To understand how our knowledge of the past is constructed from a range of sources and that this can differ based on the period of time studied. ✓ To know that some historical sources may be bias and unreliable. ✓ To address and devise historically valid questions about cause, significance and change in Britain over time. ✓ To construct informed responses to questions by selecting and organising relevant historical information. | |
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YEAR 6

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| <p align="center"><u>Tudors and Stuarts</u></p> <ul style="list-style-type: none"> ✓ To use a timeline of dates to track changes in British monarchy beyond 1066. ✓ To recognise and describe themes that result in historical change. ✓ To make links between changes within and across the shaped modern Britain ✓ To correlate from a range of sources and suggest omissions and then the means of finding out. ✓ To be able to evaluate historical sources for their reliability. ✓ To construct informed responses to questions by selecting and organising relevant historical information learnt throughout the KS2 history curriculum. | | <p align="center"><u>WWII and the Battle of Britain</u></p> <ul style="list-style-type: none"> ✓ To demonstrate a chronologically secure knowledge and understanding of British, local and world history in relation to WWII. ✓ To complete a study of The Battle Of Britain that extends chronological knowledge beyond 1066. ✓ To establish clear narratives within and across periods of war, comparing and contrasting common themes, events and trends over time. ✓ To complete a study of WWII and The Battle Of Britain. ✓ To describe social, cultural and ethnic diversity in countries at war with Britain and use this to reflect on current global disputes. ✓ To correlate from a range of sources and suggest omissions and then the means of finding out. ✓ To be able to evaluate historical sources for their reliability. ✓ To address and devise historically valid questions in order to investigate motives and reasons for events during WWII. ✓ To construct informed responses to questions by selecting and organising relevant historical information learnt throughout the KS2 history curriculum. | | | |
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