



WHOLE SCHOOL HISTORY LONG TERM PLAN



HISTORY SKILLS CHILDREN WILL DEVELOP THROUGHOUT THEIR

LEARNING

Interpretation

Investigation

Chronological understanding

Knowledge and understanding of events

Knowledge of people and changes in the past

Presenting, organising and communicating information and ideas

DISCIPLINARY CONCEPTS CHILDREN WILL DEVELOP THROUGHOUT THEIR LEARNING

Cause and consequence

Change and continuity

Similarity and difference

Historical Significance

Historical Evidence

Interpretations

WHOLE SCHOOL STRANDS:

1. Monarchs and Rulers

2. Chronology

3. Cause and Consequence

YEAR	AUTUMN	SPRING	SUMMER
EYFS	<p>ELG: Past and Present: Talk about the lives of the people around them. Know some similarities and differences between things in the past and now.</p> <p>WITHIN LIVING MEMORY</p> <p>Learning about ourselves and each other. Who we are. What we can do and the new things we are learning.</p> <p>Events in our lives. Celebrations and recognising artefacts from the past. (Christmas)</p> <p>Things we remember and things which have changed. Similarity and difference Strands: 1, 2</p>	<p>ELG: Past and Present: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>CHANGES WITHIN LIVING MEMORY.</p> <p>(What we did at Christmas)</p> <p>EVENTS BEYOND LIVING MEMORY. How Christmas celebrations have changed.</p> <p>Identifying things that are old, their features and characteristics. Understanding and recognising things that are new and old, making comparisons. Simple Chronology Similarity and difference Strands: 1, 2</p>	<p>ELG: Past and Present: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Developing vocabulary that identifies things from the past and things that are current. Knowing that photographs / books and stories can tell us about past events.</p> <p>Revisit – what I am like now and what can I do now? Understanding change and knowing that the future has not yet happened. Things that we will move on to. Similarity and difference / Historical evidence Strands: 1, 2</p>
YEAR 1	<p><u>N.C. CHANGES WITHIN LIVING MEMORY</u></p> <p><i>Life in the past for family members</i> <i>(Invite grandparents in to speak and order old toy artefacts)</i></p>	<p><u>LIVES OF SIGNIFICANT PEOPLE:</u></p> <p><u>N.C. 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</u></p>	<p><u>LOCAL HISTORY:</u></p> <p><u>N.C KNOW ABOUT SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY.</u></p> <p><u>-KNOW ABOUT A LOCAL FAMOUS FIGURE (PUDSEY BEAR)</u></p>



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	<p>-Know the main differences between their school days and that of their grandparents.</p> <p>-Know that the toys their grandparents played with were different to their own</p> <p>-Organise a number of artefacts by age - timeline</p> <p>HISTORY SKILLS DISCIPLINARY CONCEPTS</p> <p>Chronological understanding: When were these toys used in the past? Who was the Monarch? Add to timeline. Strand 1, 2</p> <p>Knowledge of people and changes in the past: How were toys different in the past? How are they different to toys we have now? Change and continuity/ Similarity and difference</p> <p>Interpretation: using different sources to form our ideas and opinions (e.g. artefacts and pictures, listening to anecdotes). Historical Interpretations/ sources and evidence</p> <p>Investigating: handling and talking about artefacts, looking at and discussing pictures, listening to people's experiences and asking questions.</p> <p>Sources and evidence</p> <p>Presenting, organising and communicating information and ideas: Creating a timeline of toys.</p>	<p>Real Life Hero – Grace Darling</p> <p>-Name a famous person from the past and explain why they are famous</p> <p>HISTORY SKILLS DISCIPLINARY CONCEPTS</p> <p>Chronological understanding: When was Grace Darling alive? Who was the Monarch? Add to timeline.</p> <p>Strand 1, 2</p> <p>Knowledge of people and changes in the past: What was life like when Grace Darling was alive? What did Grace Darling do that was important? Why did she do it? What is her legacy? Historical Significance/ Cause and consequence/ change and continuity</p> <p>Strand 3</p> <p>Knowledge and understanding of events: Be able to retell the story of Grace Darling and explain why the events happened. Cause and consequence/ Historical Significance Strand 3</p> <p>Interpretation: using different sources to form our ideas and opinions (e.g. pictures, listening to stories). Historical Interpretations/ sources and evidence</p> <p>Presenting, organising and communicating information and ideas: Record the story of Grace Darling in different way</p>	<p>-KNOW WHERE THE PEOPLE AND EVENTS THEY STUDY FIT WITHIN A CHRONOLOGICAL FRAMEWORK</p> <p>-UNDERSTAND SOME OF THE WAYS IN WHICH WE FIND OUT ABOUT THE PAST - (videos, internet, photos, visit to Pudsey Park)</p> <p>HISTORY SKILLS DISCIPLINARY CONCEPTS</p> <p>Chronological understanding: When did Pudsey Bear first come into being? Who was our Monarch? Add to timeline. Historical Significance Strand 1, 2</p> <p>Knowledge and understanding of events: Know about the legacy of Pudsey Bear - Children in need Cause and consequence Strand 3</p> <p>Knowledge of people and changes in the past: How has Pudsey Bear changed over the years? Change and continuity / Similarity and difference.</p> <p>Investigation: Why is Pudsey Bear significant to our local area? (Link to local area walk – Geography). Sources and evidence/ Historical interpretations</p> <p>Interpretation: using different sources to form our ideas and opinions (e.g. artefacts, pictures, videos). Historical Interpretations/ sources and evidence</p>
YEAR 2	<p><u>N.C: THE LIVES OF SIGNIFICANT INDIVIDUALS IN THE PAST WHO HAVE CONTRIBUTED TO NATIONAL AND INTERNATIONAL ACHIEVEMENTS.</u></p> <p><u>KNOW ABOUT A FAMOUS PERSON FROM OUTSIDE THE UK AND WHY THEY ARE FAMOUS</u></p> <p><u>KNOW WHERE THE PEOPLE AND EVENTS THEY STUDY FIT WITHIN A CHRONOLOGICAL FRAMEWORK</u></p> <p><u>COMPARE ASPECTS OF LIFE IN DIFFERENT PERIODS.</u></p>	<p>LOCAL HISTORY:</p> <p><u>N.C: SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY</u></p> <p>Local History Study (Link to Local Geography Field Study) Learning overview:</p> <p>-Know how the local area is different to the way it used to be a long time ago -</p> <p>Describe differences and changes between what was</p>	<p><u>N.C: EVENTS BEYOND LIVING MEMORY THAT ARE SIGNIFICANT NATIONALLY OR GLOBALLY</u></p> <p>The Great Fire of London Learning Overview:</p> <p>-Understand the causes of the fire: For example:</p> <ul style="list-style-type: none"> Houses built close together Houses made of wood, wattle and daub



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	<p><u>NAME A FAMOUS PERSON FROM THE PAST AND EXPLAIN WHY THEY ARE FAMOUS</u></p> <p><i>Mary Seacole – Black History</i></p> <p><u>HISTORY SKILLS</u> <u>DISCIPLINARY CONCEPTS</u></p> <p><u>Chronological understanding:</u> When was Mary Seacole alive? Who was our Monarch? Add to timeline. Strand 1, 2</p> <p><u>Knowledge of people and changes in the past:</u> What was life like when Mary Seacole was alive? What did Mary Seacole do that was important? Why did she do it? What is her legacy? Historical Significance/ Cause and consequence/ change and continuity / similarity and difference Strand 3</p> <p><u>Knowledge and understanding of events:</u> Be able to retell the life story of Mary Seacole and explain why the events happened. Cause and consequence/ Historical Significance Strand 3</p> <p><u>Interpretation and Investigation:</u> using different sources to form our ideas and opinions (e.g. pictures, listening to stories). Historical Interpretations/ sources and evidence</p> <p><u>Presenting, organising and communicating information and ideas:</u> Record and present the Life Story of Mary Seacole in different ways.</p>	<p>here at different times in the past to what is here now e.g Buildings (e.g. The Pavilion; The Old School); Transport; Businesses (e.g. Cohens Fabrics; Sloane Davis Iron founders, Car Garage on the Tesco site)</p> <p><u>Local walk</u></p> <p>Walk in the local area to Bramley Baths, noticing other old buildings along the route – take photos for discussion Focus on Bramley Baths – Edwardian Building (one of few remaining Edwardian Swimming Baths in the country).</p> <p><u>HISTORY SKILLS</u> <u>DISCIPLINARY CONCEPTS</u></p> <p><u>Chronological understanding:</u> Know when significant building were built. Add to timeline. What time in history was this (who was our Monarch?) Strand 1,2</p> <p><u>Interpretation:</u> Using different sources to form our ideas and opinions (e.g. pictures, listening to stories/ anecdotes). Historical significance / Change and continuity</p> <p><u>Investigating:</u> Visiting buildings and places, looking at and discussing pictures, listening to people’s experiences and asking questions. Sources and evidence</p> <p><u>Knowledge and understanding of events:</u> Understand why and how some buildings have changed; know about buildings that have been preserved and are still in use today for their original intended purpose. Change and continuity/ Similarity and difference</p> <p><u>Knowledge of people and changes in the past:</u> Know how people’s lives have changed over the years and the uses of buildings have changed. Change and continuity/ Similarity and difference, historical significance.</p> <p><u>Presenting, organising and communicating information and ideas:</u> Note-making; Create a fact file about Bramley Baths. Discuss findings.</p>	<ul style="list-style-type: none"> • Fire in bakery <p>-Understand the consequences of the fire</p> <p>-Homes destroyed</p> <p>-Many people made homeless</p> <p>-Wiped out the plague</p> <p>-Parts of London had to be rebuilt</p> <p>-New building materials used</p> <p>-Locate London (link to Geography)</p> <p>Locate Pudding Lane on a map of the local area in</p> <p>-London (link to map skills in Geography)</p> <p><u>HISTORY SKILLS</u> <u>DISCIPLINARY CONCEPTS</u></p> <p><u>Chronological understanding:</u> When did the Great Fire of London Take Place? Who was the Monarch at that time? Place on the timeline. Strand 1,2</p> <p><u>Knowledge and understanding of events:</u> Understand the reasons why the fire broke out and the importance of this. Cause and consequence/ Historical Significance Strand 3</p> <p><u>Knowledge of people and changes in the past:</u> Understand what life was like for people living at the time and why fires were likely to spread. Change and continuity/ similarity and difference</p> <p><u>Interpretation and Investigation:</u> using different sources to form our ideas and opinions (e.g. pictures, internet; listening to stories, watching video clips). Historical Interpretations/ sources and evidence</p> <p><u>Presenting, organising and communicating information and ideas:</u> Note Making; Recount of the Great Fire of London</p>
SPRING AND SUMMER			



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YEAR 3	<p>N.C. CHRONOLOGY: 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; KNOW AND UNDERSTAND THE HISTORY OF THESE ISLANDS (THE UK) AS A COHERENT, CHRONOLOGICAL NARRATIVE, FROM THE EARLIEST TIMES TO THE PRESENT DAY</p> <p>ROSA PARKS (BLACK HISTORY) HISTORY SKILLS DISCIPLINARY CONCEPTS Chronological understanding: When was Rosa Parks alive? Who was our Monarch at that time? Add to timeline. Historical Evidence Strand 1, 2 Knowledge of people and changes in the past: Know the key facts about the life of Rosa Parks; What was life like when Rosa Parks was alive? What did Rosa Parks do that was important? Why did she do it? What is her legacy (understand the importance of her work in the civil rights movement) Historical Significance/ Cause and consequence/ change and continuity / similarity and difference Strand 3 Knowledge and understanding of events: Be able to retell the life story of Rosa Parks and explain why the events happened. Cause and consequence/ Historical Significance Strand 3 Interpretation and Investigation: using different sources to form our ideas and opinions (e.g. pictures, listening to stories; video clips). Historical Interpretations/ sources and evidence -Presenting, organising and communicating information and ideas: Record the Life Story of Rosa Parks in different ways. What was new about the Stone Age?</p>	<p>SPRING 2: SUMMER 1: N.C. ANCIENT EGYPTIANS (APPROX. 3000 YEARS AGO)</p> <p>KNOW AND UNDERSTAND SIGNIFICANT ASPECTS OF THE HISTORY OF THE WIDER WORLD, THE NATURE OF ANCIENT CIVILISATIONS, THE EXPANSION AND DISSOLUTION OF EMPIRES.</p> <p>UNDERSTAND THE ACHIEVEMENTS OF THE EARLIEST CIVILISATIONS THROUGH AN IN-DEPTH STUDY OF ANCIENT EGYPT; UNDERSTAND HISTORICAL CONCEPTS AND USE THEM TO MAKE CONNECTIONS, CONTRASTS, FRAME HISTORICALLY VALID QUESTIONS AND CREATE STRUCTURED ACCOUNTS</p> <p>How much did The Ancient Egyptians achieve?</p> <p>HISTORY SKILLS DISCIPLINARY CONCEPTS</p> <p>Chronological understanding: Know where the Egyptian period lies in the chronology of British and world history; place on a timeline Historical Significance Strand 1, 2</p> <p>Knowledge of people and changes in the past: Compare the lives led by different people in Ancient Egypt - e.g. slaves, pharaohs and farmers etc; understand and evaluate Ancient Egyptian religion Cause and consequence/ Change and continuity/ Similarity and difference Strand 3</p> <p>Interpretation and Investigation: Understand the types of evidence that can be used to discover Ancient Egyptian life; understand the nature of Ancient Egyptian pyramids, including how they were constructed and their use; Historical significance / Historical evidence / Interpretations:</p> <p>Presenting, organising and communicating information and ideas: Record accounts of the historical periods in a variety of ways – e.g. recounts, descriptions; make and support an overall judgement on Ancient Egyptian achievement and success.</p>
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	<p>How unpleasant were the Bronze Age and Iron Ages?</p> <p><u>HISTORY SKILLS</u> <u>DISCIPLINARY CONCEPTS</u></p> <p><u>Chronological understanding:</u> Know where the Stone Age lies in the chronology of British and world history / Know where the Bronze and Iron Ages lie in the chronology of British and world history; place on a timeline Strand 1,2</p> <p><u>Knowledge of people and changes in the past:</u> Know what life was like in the Stone, Bronze and Iron Ages, the similarities and differences and how life changed between these periods; define the 'Stone Age' and its different sections; compare changes between the Neolithic and earlier periods of the Stone Age Cause and consequence/ Change and continuity/ Similarity and difference Strand 3</p> <p><u>Interpretation and Investigation:</u> use sources to identify distinctive features of two periods (Stone Age and Iron Age) such as books, search engines, video); learn about life and how settlements developed in Neolithic times from historical and archaeological sources Historical Interpretations/ sources and evidence</p> <p><u>Knowledge of people and changes in the past/ investigation:</u> Know what is meant by hunter gatherer. Historical evidence</p> <p><u>Interpretation and Investigation:</u> consider the role of monuments (Stonehenge and Skara Brae) in the New Stone Age (Neolithic) using a variety of sources. Historical Interpretations/ sources and evidence</p> <p><u>Presenting, organising and communicating information and ideas:</u> Record accounts of the historical periods in a variety of ways – e.g. recounts, descriptions.</p>		
YEAR 4	AUTUMN 1: Black History - MARTIN LUTHER KING (covered in English)	<u>N.C. CHRONOLOGY: THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN</u>	<u>N.C. STUDY AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS' CHRONOLOGICAL KNOWLEDGE</u>



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Legacy: To promote that we all treat our fellow man equally, judge people “by the content of their character, not the colour of their skin.”

HISTORY SKILLS DISCIPLINARY CONCEPTS

Chronological understanding: When was Martin Luther alive? Who was our Monarch at that time? Add to timeline. **Strand 1, 2**

Knowledge of people and changes in the past: Know the key facts about the life of Martin Luther-King; What was lifelike when Martin Luther-King was alive? What did Martin Luther-King do that was important? Why did he do it? What is his legacy (understand the importance of his work in the civil rights movement) **Historical Significance/ Cause and consequence/ change and continuity / similarity and difference Strand 3**

Knowledge and understanding of events: understand the life of Martin Luther-King and the obstacles he faced. Understand the key events that led to him making his speech.

Cause and consequence/ Historical Significance Strand 3

Interpretation and Investigation: using different sources to form our ideas and opinions (e.g. pictures, listening to stories; video clips). **Historical**

Interpretations/ sources and evidence

Presenting, organising and communicating information and ideas: Record the Life Story of Martin Luther-King in different ways. Create own speeches, inspired by his famous speech. **Interpretations**

AUTUMN 2: What was important to our local Victorians?

N.C. BEYOND 1066: STUDY AN ASPECT OR THEME IN

HISTORY SKILLS DISCIPLINARY CONCEPTS

Chronological understanding: When was the Roman period? Who ruled Britain at that time? Place on a timeline.

Knowledge and understanding of events: Look at the reasons why the Romans wanted to invade and settle in Britain **Cause and consequence/ Change and continuity**
Interpretation and Investigation: Examine opposition to Roman rule in Britain

Interpretations/ sources and evidence

Knowledge of people and changes in the past /

Interpretation and Investigation: Assess the quality of life for different people in Roman Britain **Change and continuity/ Historical evidence and interpretations**

Interpretation: Judge and support opinions about Roman Britain **Interpretations**

Interpretation and Investigation: Interpret sources of information which have survived giving us information about Roman Britain

Interpretations/ sources and evidence

Presenting, organising and communicating information and ideas: Recording and presenting findings about the Romans in different ways.

BEYOND 1066

-BE INSPIRED TO KNOW MORE ABOUT THE PAST, ASK PERCEPTIVE QUESTIONS, THINK CRITICALLY AND WEIGH EVIDENCE

-UNDERSTAND HISTORICAL CONCEPTS SUCH AS CONTINUITY AND CHANGE, CAUSE AND CONSEQUENCE, SIMILARITY, DIFFERENCE AND SIGNIFICANCE, AND USE THEM TO MAKE CONNECTIONS, DRAW CONTRASTS, AND CREATE THEIR OWN STRUCTURED ACCOUNTS

What was life like for children in Victorian Britain?

HISTORY SKILLS DISCIPLINARY CONCEPTS

Knowledge of people and changes in the past/

Interpretation and Investigation understand how children were expected to work from an early age in many past societies; Understand what leisure activities may have been available for children in the past;

Consider the nature and reasons for education at different times in the past **Similarity and difference/ Change and continuity/ Interpretations/ sources and evidence.**

Knowledge of people and changes in the past / Knowledge and understanding of events/Investigation: Investigate the contribution of certain people to improving children's lives

(English text –“Street Child” by Berlie Doherty to use to study Victorian children.) **Cause and consequence/ Historical significance/ Historical evidence/ Interpretations**

Presenting, organising and communicating information

and ideas: Recording and presenting findings about Victorian children in different ways



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BRITISH HISTORY THAT EXTENDS THEIR CHRONOLOGICAL KNOWLEDGE BEYOND 1066.

LOCAL STUDY: A LOCAL STUDY LINKED TO ONE OF THE PERIODS OF TIME WHICH EXTENDS BEYOND 1066

HISTORY SKILLS DISCIPLINARY CONCEPTS

Chronological understanding: When was the Victorian Era? Who was the Monarch at that time? Place on a timeline. **Strand 1,2**

-Knowledge of people and changes in the past: Know about a period of history that has strong connections to their locality and understand the issues associated with the period. **Similarity and difference**

-Know how the lives of wealthy people were different from the lives of poorer people during this time (English text – “A Christmas Carol” by Charles Dickens. Revisit and continue studying this objective in Summer 1)

Interpretation and Investigation: Ask perceptive questions, think critically, and weigh up historical evidence **Interpretations**

Knowledge and understanding of events: Discover when the Victorians lived, and to explore some of the major achievements of Victorian times **Cause and consequence/ Historical Significance Strand 3**

Investigation: Discover Victorian buildings in the local area, and to plot these on a map **Historical evidence**

Knowledge of people and changes in the past/ investigation: Find out what life was like for poor people in Victorian times, and how Victorians dealt with poverty

(English text – “A Christmas Carol” by Charles Dickens. Revisit and continue studying this objective in Summer 1)

-Explore local newspapers and trade directories, and use them to deepen knowledge of the local area in Victorian



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	<p>times Change and continuity/ Similarity and difference</p> <p>Interpretation and Investigation: Explore continuity and change during Queen Victoria's reign, and to use evidence to reach a conclusion Change and continuity</p> <p>Presenting, organising and communicating information and ideas: Recording and presenting findings in different ways.</p>		
YEAR 5	<p>AUTUMN 1: Black History: THE TRANSATLANTIC SLAVE TRADE</p> <p>HISTORY SKILLS DISCIPLINARY CONCEPTS</p> <p>Chronological understanding: Know the period of time that the Transatlantic Slave Trade took place; know when Ottobah Cugoana lived. Who was our Monarch at that time? Add to timeline. Historical Significance Strand 1,2</p> <p>Knowledge and understanding of events: Know and understand what the T.A.S.T was and its impact on the lives of slaves.</p> <p>Cause and consequence/ Historical Significance Strand 3</p> <p>Knowledge of people and changes in the past: Know where the slaves came from and where they went to; Know about the lives of a famous slave, their impact on the slave trade and their legacy - <i>Ottobah Cugoana</i></p> <p>Cause and consequence/ Historical Significance Strand 3</p> <p>Interpretation and Investigation: using different sources to form our ideas and opinions (e.g. pictures, listening to stories; video clips).</p> <p>Historical Interpretations/ sources and evidence</p> <p>Presenting, organising and communicating information and ideas: Record parts of the Life Story of Ottobah Cugoana in different ways. Record and present information about the Transatlantic Slave Trade.</p>	<p><i>Would the Vikings do anything for money?</i></p> <p>N.C CHRONOLOGY:</p> <p>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; UNDERSTAND THE HISTORY OF BRITAIN AS A COHERENT AND CHRONOLOGICAL NARRATIVE, FROM THE EARLIEST TIMES TO THE PRESENT DAY</p> <p>HISTORY SKILLS DISCIPLINARY CONCEPTS</p> <p>Chronological understanding: Use a timeline to show when the Anglo-Saxons were in England. Who ruled England at that time? Historical Significance Strand 1,2</p> <p>Knowledge of people and changes in the past: Know where the Vikings originated from and show this on a map; find out about Viking life in Norway, Sweden and Denmark; discover when, where and why Vikings settled in Britain Cause and consequence/ Change and continuity Strand 3</p> <p>Knowledge and understanding of events: -Know that the Vikings and Anglo-Saxons were often in conflict; Know why the Vikings frequently won battles with the Anglo-Saxons Similarity and difference/ Cause and consequence. Strand 3</p>	<p>N.C. CIVILIZATIONS FROM 1000 YEARS AGO:</p> <p>LEARN ABOUT A NON-EUROPEAN SOCIETY – THE MAYAN CIVILISATION C. AD900 – THAT PROVIDES CONTRASTS WITH BRITISH HISTORY</p> <p><i>Why do we remember the Maya?</i></p> <p>HISTORY SKILLS DISCIPLINARY CONCEPTS</p> <p>Chronological understanding: Use a timeline to show when the Ancient Mayan people lived. Who ruled England at that time? Historical Significance Strand 1,2</p> <p>Investigation/ knowledge of people and changes in the past explore the lives of the Maya today, and use this as a way to begin to explore the Maya 1,000 years ago Change and continuity / Similarity and difference</p> <p>Interpretation and Investigation: find out how the Mayans worshiped their gods, and to compare the Mayan creation</p>



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<p>Interpretations/ evidence</p> <p>AUTUMN 2: What impact did the Anglo-Saxons have?</p> <p><u>N.C. CHRONOLOGY: 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; UNDERSTAND THE HISTORY OF BRITAIN AS A COHERENT AND CHRONOLOGICAL NARRATIVE, FROM THE EARLIEST TIMES TO THE PRESENT DAY</u></p> <p><u>Chronological understanding:</u> Use a timeline to show when the Anglo-Saxons were in England. Who ruled England at that time? Historical Significance Strand 1,2</p> <p><u>Knowledge and understanding of events:</u> Explore reasons for the Anglo-Saxon 'invasions' of England, and to find (local) evidence of Anglo-Saxon settlement Cause and consequence/ Change and continuity. Strand 3</p> <p><u>Knowledge of people and changes in the past:</u> Know how the lives of wealthy people were different from the lives of poorer people during this time Similarity and difference</p> <p><u>Interpretation and Investigation:</u> Know about how the Anglo-Saxons attempted to bring about law and order into the country</p> <p>-Know that during the Anglo-Saxon period Britain was divided into many kingdoms.</p> <p>Interpretations/ sources and evidence</p> <p><u>Knowledge and understanding of events:</u> Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Cause and consequence/ Change and continuity Strand 3</p> <p><u>Knowledge of people and changes in the past:</u> To discover when Christianity came to Anglo-Saxon England Cause and consequence/ Change and continuity Strand 3</p>	<p><u>Interpretation and Investigation:</u> To ask whether King Alfred deserves the title 'the Great'</p> <p>-To find out what evidence we have about the Vikings, and to evaluate this evidence</p> <p>-To explore whether available evidence always offers a balanced view Interpretations/ sources and evidence</p> <p><u>Presenting, organising and communicating information and ideas:</u> Recording and presenting findings about the Vikings in different ways Interpretations/ evidence</p>	<p>myth with the Christian story of creation Similarity and difference</p> <p>explore Mayan science and technology, and to reach a judgement about how advanced Maya society was Change and continuity/ Historical Significance</p> <p>explore what we can find out about the Maya from their ancient cities and ask why those deserted cities stayed hidden for so long Historical Significance / Historical evidence</p> <p><u>Knowledge and understanding of events / Interpretation:</u> try to explain what happened to most of the Maya around AD900. Interpretations/ Cause and consequence. Strand 3</p> <p><u>Presenting, organising and communicating information and ideas:</u> Recording and presenting findings about the Vikings in different ways Interpretations/ evidence</p>
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	<p><u>Interpretation and Investigation/ knowledge of people and changes in the past:</u> To discover what we can and cannot find out about Anglo-Saxons from archaeology, and to explore why people buried wealth but then didn't come back for it Interpretations/ sources and evidence/ Cause and consequence/ Change and continuity Strand 3</p> <p><u>Presenting, organising and communicating information and ideas:</u> Recording and presenting findings about the Anglo-Saxons in different ways Interpretations/ evidence</p>		
YEAR 6	<p>AUTUMN 1 BLACK HISTORY</p> <p><u>N.C. STUDY AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS' CHRONOLOGICAL KNOWLEDGE BEYOND 1066</u></p> <p>How and why was slavery abolished in 1807? Learning through the book: <i>Freedom (1783)</i> by Catherine Johnson</p> <p><u>HISTORY SKILLS</u> <u>DISCIPLINARY</u></p> <p><u>Chronological understanding:</u> Know the period of time during which slavery started and ended. Place on a timeline. Who were the rulers / monarchs of England during that period? Historical Significance</p> <p>Strand 1, 2</p> <p><u>Knowledge and understanding of events:</u> understand the events that led up to the abolition of slavery in the British Empire.</p> <p>Cause and consequence/ Historical Significance</p> <p><u>Knowledge of people and changes in the past:</u> understand the journeys some people made to escape slavery. Cause and consequence/ Continuity and change Strand 3</p> <p><u>Interpretation and Investigation:</u></p>	<p><u>N.C. ANCIENT GREECE: GREEK LIFE AND INFLUENCE ON THE WESTERN WORLD</u></p> <p><u>KNOW AND UNDERSTAND SIGNIFICANT ASPECTS OF THE HISTORY OF THE WIDER WORLD: THE NATURE OF ANCIENT CIVILISATIONS</u></p> <p><i>Why should we thank the Ancient Greeks?</i></p> <p><u>HISTORY SKILLS</u> <u>DISCIPLINARY CONCEPTS</u></p> <p><u>Chronological understanding:</u> Use a timeline to show when the Ancient Greek people lived. Who ruled England at that time? Historical Significance</p> <p>Strand 1, 2</p> <p><u>Knowledge and understanding of events:</u> Understand why and how Ancient Greece became so important Cause and consequence/ Historical Significance</p> <p>Strand 3</p> <p><u>Knowledge of people and changes in the past:</u> Understand the range of ways that the Greeks improved the quality of their lives Continuity and change/ Historical evidence/ Interpretations</p>	<p><u>N.C. STUDY AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS' CHRONOLOGICAL KNOWLEDGE BEYOND 1066. GAIN A COHERENT KNOWLEDGE AND UNDERSTANDING OF BRITAIN'S PAST. ASK PERCEPTIVE QUESTIONS, THINK CRITICALLY, WEIGH EVIDENCE, SIFT ARGUMENTS AND DEVELOP PERSPECTIVE AND JUDGEMENT.</u></p> <p><i>Introduce the broad trends of crime and punishment from the Romans to the 21st century by considering common crimes today and how they are punished. The children will explore specific vocabulary relating to crime and punishment, and start to think about how crimes change over time, giving reasons for this.</i></p> <p><u>HISTORY SKILLS</u> <u>DISCIPLINARY</u></p> <p><u>Chronological understanding / Knowledge of events and people and changes in the past / Investigation/ Interpretation:</u> -Explore crime and punishment in the Roman period by</p>



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	<p>using different sources to form ideas and opinions (e.g. pictures, listening to stories; video clips).</p> <p>Historical Interpretations/ sources and evidence</p> <p>Presenting, organising and communicating information and ideas: Record and present information in different ways about the abolition of slavery. Interpretations / evidence</p> <p>AUTUMN 2:</p> <p><u>N.C. BEYOND 1066: STUDY AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS THEIR CHRONOLOGICAL KNOWLEDGE BEYOND 1066.</u></p> <p><u>KNOW ABOUT A THEME IN BRITISH HISTORY WHICH EXTENDS BEYOND 1066 AND EXPLAIN WHY THIS WAS IMPORTANT IN RELATION TO BRITISH HISTORY</u></p> <p><i>How did World War 2 impact our local area?</i></p> <p><u>HISTORY SKILLS</u> <u>DISCIPLINARY CONCEPTS</u></p> <p><u>Chronological understanding:</u> Know the period of time during which World War 2 took place. Place on a timeline. Who were the rulers / monarchs of England during that period? Historical Significance Strand 1, 2</p> <p><u>Knowledge and understanding of events / Investigation:</u> Know how Britain has had a major influence on the world Historical significance / Historical evidence / Interpretations</p> <p><u>Interpretation / Investigation:</u> Inspire children's curiosity to know more about the past. Historical evidence / Interpretations</p> <p><u>Interpretation / Investigation:</u> Equip children to ask perceptive questions, think critically and weigh evidence.</p> <p><u>Knowledge and understanding of events:</u> Learn why World War Two started and which countries were involved</p>	<p><u>Interpretation/Investigation</u> Compare the lives led by the Spartans and Athenians Similarity and difference</p> <p><u>Knowledge and understanding of events / Knowledge of people and changes in the past:</u> Understand some of the major achievements made by the Ancient Greeks</p> <p>Understand how the success of Ancient Greek fighting contributed to their achievements Historical evidence/ Interpretations</p> <p><u>Presenting, organising and communicating information and ideas:</u> Record and present information in different ways about the Ancient Greeks. Interpretations / evidence</p>	<p>placing the Romans on a timeline before exploring the Roman judicial system.</p> <p>-Explore crime and punishment in the Anglo Saxon and Viking period, looking at how Britain changed after the Romans left and the Anglo-Saxon and Viking system of paying wergild, as well as other punishments.</p> <p>-Explore crime and punishment in the medieval and Tudor period. They will explore some of the reasons for changes in crimes, such as the introduction of Forest Law and the closing of the monasteries. They can then compare medieval and Tudor crime and punishment.</p> <p>-Explore crime and punishment in the early modern period, looking at the Gunpowder Plot in 1605 before looking at a variety of common criminals during the early modern period, such as poachers, smugglers and highwaymen.</p> <p>-Explore crime and punishment in the Victorian period, looking at: some societal changes during this period and some of the crimes that came with this relating to industrialisation and political changes.</p> <p>-Recap the history of crime and punishment and compare it to today.</p> <p><u>Presenting, organising and communicating information and ideas:</u> Record and present information in different ways about crime and punishment from Roman times to present day.</p> <ul style="list-style-type: none">• Cause and consequence• Change and continuity• Similarity and difference
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	<p><u>Knowledge of people and changes in the past:</u> Find out why children were evacuated and where they were sent to; find out how much people got to eat during WW2 and if they were able to eat a balanced diet. Cause and consequence Strand 3</p> <p><u>Knowledge and understanding of events/ Investigation:</u> To find out what happened in Hamburg (1943) and Hiroshima (1945) and compare that to what happened in Coventry on 14th November 1940 Cause and consequence/ Historical Significance/ Similarity and difference.</p> <p><u>Presenting, organising and communicating information and ideas:</u> Record and present information about World war 2. Interpretations / evidence</p> <p><u>N.C. LOCAL STUDY: A LOCAL STUDY LINKED TO ONE OF THE PERIODS OF TIME WHICH EXTENDS BEYOND 1066</u></p> <p><u>Knowledge and understanding of events/ Investigation:</u> Discover what impact the military had in the local area Cause and consequence Strand 3</p> <p><u>Presenting, organising and communicating information and ideas:</u> Collect and present all that has been learned about WW2 in the local area in an engaging, informative way. Interpretations / evidence</p>		<ul style="list-style-type: none">• Historical significance• Historical evidence • Interpretations
			Strand 1,2, 3