

## History Long Term Plan

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

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YEAR 3					
<p><b><u>Stone Age, Bronze Age and Iron Age</u></b></p> <ul style="list-style-type: none"><li>✓ To develop a chronologically secure knowledge and understanding of British history, starting from the Stone Age.</li><li>✓ To use dates to show that the Stone Age, Bronze Age and Iron Age were periods in Britain after the time of the dinosaurs.</li><li>✓ 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.</li><li>✓ To describe the changes in Britain from the Stone Age to the Iron Age.</li><li>✓ To understand how our knowledge of the past is constructed from different sources and explain ways in which they differ.</li><li>✓ To understand that different sources can give different versions of the past.</li><li>✓ To devise historically valid questions about cause of change in settlements from the Stone Age to the Iron Age.</li><li>✓ To use historical facts to respond to questions posed by other people.</li></ul>	<p><b><u>Mining</u></b></p> <ul style="list-style-type: none"><li>✓ To explain when coal mining became a main industry.</li><li>✓ To learn about the coal mining industry and influential people of the trade from their local area.</li><li>✓ To learn about local mining accidents.</li><li>✓ To understand how safety concerns and conditions affected the coal mining industry.</li><li>✓ To understand how developments in industrialisation led to changes in British industry.</li><li>✓ To describe the changes to the coal mining industry over time.</li><li>✓ To understand how our knowledge of the past is constructed from different sources and explain ways in which they differ.</li><li>✓ To understand that different sources can give different versions of the past.</li><li>✓ To devise historically valid questions about cause and significance of changes to working conditions in coal mining.</li><li>✓ To use historical facts to respond to questions posed by other people.</li></ul>		<p><b><u>Ancient Egyptians</u></b></p> <ul style="list-style-type: none"><li>✓ 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.</li><li>✓ To learn about the achievements of the Ancient Egyptians and how these were significant globally.</li><li>✓ To compare cultural aspects of the Ancient Egyptians with the Stone Age, Bronze Age and Iron Age.</li><li>✓ To understand how our knowledge of the past is constructed from different sources and explain ways in which they differ.</li><li>✓ To understand that different sources can give different versions of the past.</li><li>✓ 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.</li><li>✓ To use historical facts to respond to questions posed by other people.</li></ul>		
YEAR 4					
<p><b><u>Vikings and Anglo-Saxons</u></b></p> <ul style="list-style-type: none"><li>✓ To develop a chronologically secure knowledge and understanding of local history relating to the Vikings and Anglo-Saxons.</li><li>✓ To use BC and AC dates to show that the Anglo-Saxons came before the Vikings but after the Stone Age.</li><li>✓ To begin to establish clear narratives within the periods of Viking and Anglo-Saxon Britain.</li><li>✓ To learn about Britain’s settlement by Anglo-Saxons and Scots.</li><li>✓ 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.</li><li>✓ To describe connections and trends between the Vikings and the Anglo-Saxons.</li><li>✓ 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.</li><li>✓ To select different versions of sources based on the usefulness in answering historical questions.</li><li>✓ To address historically valid questions about national and global change, including Viking invasion.</li><li>✓ To choose relevant material to respond to historical questions posed by other people.</li></ul>		<p><b><u>Ancient Greece</u></b></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"><li>✓ To learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li><li>✓ To note trends over time between Ancient and Modern Greece.</li><li>✓ 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.</li><li>✓ To select different versions of sources based on the usefulness in answering historical questions.</li><li>✓ To address historically valid questions about similarities and difference between Ancient and modern Greece.</li><li>✓ To choose relevant material to respond to historical questions posed by other people.</li></ul>	<p><b><u>Mayans</u></b></p> <ul style="list-style-type: none"><li>✓ To describe the social, cultural, and religious features of Mayan civilisation and suggest reasoning why the civilisation didn’t survive.</li><li>✓ 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)</li><li>✓ 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.</li><li>✓ To address historically valid questions about social, cultural and religious elements of the Mayan civilisation.</li><li>✓ To choose relevant material to respond to historical questions posed by other people.</li></ul>		

			✓ To select different versions of sources based on the usefulness in answering historical questions.	
YEAR 5				
<p><b><u>Romans</u></b></p> <ul style="list-style-type: none"> <li>✓ To demonstrate a chronologically secure knowledge and understanding of British and world history in relation to Roman invasion.</li> <li>✓ To use BC, AD and timelines to show the crossover and chronology of the Roman Empire and other ancient civilisations.</li> <li>✓ To learn about the Roman Empire and understand its impact on Britain.</li> <li>✓ To describe connections and contrasts between the Roman and Viking invasions.</li> <li>✓ To understand how our knowledge of the past is constructed from a range of sources and that this can different based on the period of time studied.</li> <li>✓ To know that some historical sources may be bias and unreliable.</li> <li>✓ To address and devise historically valid questions about the significance of the Roman invasion, applying knowledge of Viking invasions.</li> <li>✓ To construct informed responses to questions by selecting and organising relevant historical information.</li> </ul>				<p><b><u>Democracy Through the Ages</u></b></p> <ul style="list-style-type: none"> <li>✓ To demonstrate a chronologically secure knowledge and understanding of British rule and monarchy.</li> <li>✓ To use a timeline of dates to track democracy across British history, beyond 1066.</li> <li>✓ To establish clear narratives across periods of British and world history, to recognise trends over time and to describe duration or periods of events.</li> <li>✓ To complete a study of democracy across British history.</li> <li>✓ To identify, describe and reflect on significant leaders who have impacted on political change in Britain.</li> <li>✓ To note connections, contrasts and trends over time in how leadership has impacted in democracy during British history.</li> <li>✓ To understand how our knowledge of the past is constructed from a range of sources and that this can different based on the period of time studied.</li> <li>✓ To know that some historical sources may be bias and unreliable.</li> <li>✓ To address and devise historically valid questions about cause, significance and change in Britain over time.</li> <li>✓ To construct informed responses to questions by selecting and organising relevant historical information.</li> </ul>
YEAR 6				
<p><b><u>Tudors and Stuarts</u></b></p> <ul style="list-style-type: none"> <li>✓ To use a timeline of dates to track changes in British monarchy beyond 1066.</li> <li>✓ To recognise and describe themes that result in historical change.</li> <li>✓ To make links between changes within and across the shaped modern Britain</li> <li>✓ To correlate from a range of sources and suggest omissions and then the means of finding out.</li> <li>✓ To be able to evaluate historical sources for their reliability.</li> <li>✓ To construct informed responses to questions by selecting and organising relevant historical information learnt throughout the KS2 history curriculum.</li> </ul>		<p><b><u>WWII and the Battle of Britain</u></b></p> <ul style="list-style-type: none"> <li>✓ To demonstrate a chronologically secure knowledge and understanding of British, local and world history in relation to WWII.</li> <li>✓ To complete a study of The Battle Of Britain that extends chronological knowledge beyond 1066.</li> <li>✓ To establish clear narratives within and across periods of war, comparing and contrasting common themes, events and trends over time.</li> <li>✓ To complete a study of WWII and The Battle Of Britain.</li> <li>✓ To describe social, cultural and ethnic diversity in countries at war with Britain and use this to reflect on current global disputes.</li> <li>✓ To correlate from a range of sources and suggest omissions and then the means of finding out.</li> <li>✓ To be able to evaluate historical sources for their reliability.</li> <li>✓ To address and devise historically valid questions in order to investigate motives and reasons for events during WWII.</li> <li>✓ To construct informed responses to questions by selecting and organising relevant historical information learnt throughout the KS2 history curriculum.</li> </ul>		

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