**History Long Term Plan**

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| **Autumn 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **YEAR 1** |
|  | **Transport*** 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.
 | **Dinosaurs*** 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.
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| **YEAR 2** |
|  | **Great Fire of London*** 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.
 | **Vikings*** To know that the Vikings came after the dinosaurs but before the Great Fire of London.
* To learn about why Eric Bloodaxe is important in their locality.
* To suggest reasons why Vikings did certain things in the past.
* To identify similarities and differences between ways of life in the Viking era 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 Vikings from a range of sources.
* To suggest some ideas about the past from other people’s questions.
 |  | **Victorian Children*** 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.
* To suggest some ideas about the past from other people’s questions.
 | **Victorian Railways*** To understand how steam changed people’s lives in the Victorian era.
* To understand why steam 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 Victorian era changed day-to-day 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 ask and answer questions about the Victorians based on parts of stories and other sources.
* To suggest some ideas about the past from other people’s questions.
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| **YEAR 3** |
| **Stone Age, Bronze Age and Iron Age*** 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.
 | **Mining*** To explain when coal mining became a main industry.
* To learn about the coal mining industry and influential people of the trade from their local area.
* To learn about local mining accidents.
* To understand how safety concerns and conditions affected the coal mining industry.
* To understand how developments in industrialisation led to changes in British industry.
* To describe the changes to the coal mining 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 working conditions in coal mining.
* To use historical facts to respond to questions posed by other people.
 |  | **Ancient Egyptians*** 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** |
| **Vikings and Anglo-Saxons*** 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.
 |  | **Ancient Greece**To use BC and AD date periods to show that the Ancient Greeks came after the Ancient Egyptians* 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.
* To choose relevant material to respond to historical questions posed by other people.
 | **Mayans*** 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.
* To select different versions of sources based on the usefulness in answering historical questions.
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| **YEAR 5** |
| **Romans*** 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 different 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.
 |  |  |  | **Democracy Through the Ages*** 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 different 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** |
| **Tudors and Stuarts*** 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.
 |  | **WWII and the Battle of Britain*** 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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