



Long Term Plan: 2022 – 2023: History

Chronological knowledge & understanding, Historical Enquiry, Interpretation, Historical Terminology
Similarity & Difference/Continuity & Change/Significance

Year band	Autumn Term		Spring Term		Summer Term	
Reception	Me and My Community <u>Autumn Term Outcomes</u>	People who help us/Autumn <u>Autumn Term Outcomes</u>	Once Upon a Time <u>Spring Term Outcomes</u>	Ready, Steady, Grow <u>Spring Term Outcomes</u>	Animal Safari <u>Summer Term Outcomes</u>	On the Beach <u>Summer Term Outcomes</u>
Year 1	Childhood How was life different when my grandparents were children?		Bright Lights, Big City History mini-unit = What happened on the night of 2nd September 1666?		School Days What was school like in the past?	
Objectives to be taught.	<ul style="list-style-type: none"> ▪ To sequence events which have happened in my life. ▪ To use timelines to order objects ▪ To use common words and phrases relating to time - before, past, now, when I was young, a long time ago, when my parents were born. ▪ I can match objects to people of different ages. ▪ To know the difference between past and present. ▪ To sort objects into groups - past and present. To ask questions about life in the 1950s ▪ To use photographs to find out about childhood in the 1950s ▪ To give examples of things that were different when my grandparents were children (Transport, homes, toys) ▪ To know about many of the changes that have happened since I was born. ▪ To know about Queen Elizabeth II's coronation and why it was important 		<ul style="list-style-type: none"> ▪ To use sources of information (Samuel Pepys' diary, books and pictures) to find out about the past ▪ To generate and answer questions about the Great Fire of London ▪ To sequence the main events of the Great Fire of London ▪ To retell the events of the Great Fire of London ▪ To know that people from the past are still remembered today (Samuel Pepys) and begin to explain why. ▪ To identify differences in different periods of life. ▪ To know how and why the Great Fire of London happened 		<ul style="list-style-type: none"> • To know when our school was built and why this was important • To order school objects and artefacts on a timeline • To confidently use common words and phrases relating to time • To generate questions to find out about our school in the past • To use a range of sources (photographs, pictures, people, books, newspaper clippings) to find out about our school in the past • To explore artefacts from Victorian school days • To ask and respond to simple questions about the past using different sources of information. • To use role-play to communicate understanding • To identify differences between school lessons now and school lessons in Victorian times 	



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	<p>* Take opportunities to interview grandparents / great-grandparents to hear first-hand accounts of life in the 1950s</p>		<ul style="list-style-type: none"> To identify differences between school now and school in Victorian times
Year 2	<p style="text-align: center;">Movers and Shakers <i>Who are Christopher Columbus and Neil Armstrong and why are they important?</i></p>	<p style="text-align: center;">Coastline <i>History mini-unit = Should we call Grace O'Malley a pirate?</i> Historical Association</p>	<p style="text-align: center;">Queen Elizabeth II <i>Who is our Queen?</i> Historical Association</p>
Objectives to be taught.	<ul style="list-style-type: none"> To place significant explorers on a timeline To identify and compare expedition items from 500 years ago, from 50 years ago and from today. To ask and answer questions using a range of historical sources. To know how to find out things about the past by talking to an older person To describe memories of key events in my own and others' lives (The moon landing) To know what explorers, do and why this is important To find out about Christopher Columbus's journey and what he discovered. To explain why Columbus' voyages were significant and what he brought back to Europe To explain why Armstrong's landing on the moon was significant To compare the lives and achievements of Columbus and Armstrong 	<ul style="list-style-type: none"> To ask and answer questions about what makes a pirate To compare Grace O'Malley with images of pirates from the past and the present To sequence events from Grace's life To describe a picture from the past using appropriate vocabulary To understand the key features of an event To fit people and events into a chronological framework To identify similarities and differences between ways of life in different periods To learn about different ways Grace has been represented To answer our key enquiry question 	<ul style="list-style-type: none"> To order events in chronological order to use common words and phrases relating to the passing of time to recognise why people did things, why events happened and what happened as a result to identify differences between ways of life at different times to identify different ways in which the past is represented how to find out about the past from a range of sources of information to ask and answer questions about the queen Elizabeth to select from their knowledge of Queen Elizabeth and communicate it in a variety of ways



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Year 3	<p style="text-align: center;">Through the Ages When was it better to live – Stone Age, Bronze Age or Iron Age?</p>	<p style="text-align: center;">Rocks, Relics and Rumbles History = What happened in Pompeii?</p>	<p style="text-align: center;">Emperors and Empires What was the impact of the Roman Empire on Britain?</p>
Objectives to be taught.	<ol style="list-style-type: none"> 1. To place the Stone Age on a timeline and to know that it consisted of three different phases (Old, Middle, New) <p>Describe the everyday lives of people from the Stone Age to the Iron Age.</p> <ol style="list-style-type: none"> 2. To know what life was like in the Stone Age (How did Stone-Age people live?) Homes/clothes/food/jobs 3. To use artefacts to find out about life in the past (Stone Age artefacts) <p>Learn about changes in Britain from the Stone Age to the Iron Age</p> <ol style="list-style-type: none"> 4. To describe how life changed during the Stone-Age (Hunter-gatherers to farmers) <p>Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location from the Stone age to the Iron Age.</p>	<ul style="list-style-type: none"> ▪ Know about the daily life of people who lived in Pompeii. ▪ Know that Mount Vesuvius erupted on 24th August, AD 79, and place this on a timeline. ▪ To place the events of the eruption in chronological order ▪ Know how long Pompeii 'slept' for until its re-discovery. ▪ Know that Giuseppe Fiorelli was an archaeologist who excavated Pompeii. ▪ Talk about how Pompeii was re-discovered after the event. ▪ Know the effects and impact of the eruption of Mount Vesuvius. ▪ Explain why Fiorelli's findings are important. ▪ Compare the impact of natural disasters in the past and in the present. 	<ul style="list-style-type: none"> • Sequence dates and information from Ancient Rome on a timeline from BC to AD. • Ask historical questions about aspects of everyday life in Roman Britain. • Describe the hierarchy and different roles in the Roman Empire. • Describe the achievements and influence of the ancient Romans on the wider world. • Respond to historically valid questions about a Roman Emperor. • Describe the hierarchy and different roles in a Roman legion. • Describe Roman Inventions. • Explain the cause, consequence and impact of invasion and settlement in Britain • Make deductions and draw conclusions about the reliability of the Vindolanda tablets and other sources. • Describe the significance and impact of power struggles with Boudicca and the Celts on Roman Britain. • Describe ways in which inventions by the Romans have changed the lives of people in Britain. • Know how our local area has been shaped by the Romans.



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5. To know why Skara Brae is important

Describe the everyday lives of people from the Stone Age to the Iron Age

6. To place the Bronze Age on a timeline

To describe everyday life in the Bronze Age (How did Bronze-Age people live?) Homes/clothes/food/jobs

Describe significant events from the Stone Age to the Iron Age

7. To explain why there were disagreements between Bronze Age settlements (wealth/trade/rich/poor)

To explain the cause and effect of a significant historical event.

8. To investigate and explain why the Bronze Age ended

Describe the everyday lives of people from the Stone Age to the Iron Age

9. To place the Iron Age on a timeline

To describe everyday life in the Iron Age (How did Iron-Age people live?) Homes/clothes/food/jobs

Explain the similarities and differences between two periods of history from the stone age to the iron age.

10. To compare the Bronze Age and the Iron Age



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	<p>11. To use artefacts to find out about life in the past (Iron Age)</p> <p>12. To be able to say how reliable a historical source or artefact is. (Lindow Man/bog bodies discovery)</p> <p>13. To describe how the invention of tools changed how people lived (compare Stone Age, Bronze Age & Iron Age tools)</p> <p>14. To use my knowledge and understanding to answer a question (assessment)</p> <p>(When was it better to live - Stone Age, Bronze Age or Iron Age?)</p>		
<p>Year 4</p>	<p style="text-align: center;"><i>Invasion</i> <i>What was life really like in Anglo-Saxon and Viking Britain?</i></p>	<p style="text-align: center;"><i>Misty Mountain, Winding River</i> <i>How the canals shaped the Potteries?</i> <i>James Brindley</i></p>	<p style="text-align: center;"><i>Ancient Civilisations: Egyptians</i> <i>What did the Ancient Egyptians believe and how are they different to beliefs today?</i></p>
<p>Objectives to be taught.</p>	<ul style="list-style-type: none"> • Sequence significant dates from the Anglo-Saxons to the Norman Invasion on a historical timeline. • Explain the cause, consequence and impact of the Vikings, Anglo-Saxons and Norman invasions. • Explain how the design, decoration and materials used to make an artefact like those found at Sutton Hoo and the Staffordshire Hoard can provide evidence of the wealth, power and status of the object's owner. 	<ul style="list-style-type: none"> • Know the key vocabulary associated with transport. • Know the nature, benefits and limitations of early transport • Know how transport might be assessed for effectiveness • Know transport might be categorised by age 	<ul style="list-style-type: none"> • Sequence the events from the Ancient Egyptian civilization on a historical timeline. • Explain how artefacts provide evidence of everyday life in Ancient Egypt. • Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.



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	<ul style="list-style-type: none"> Present information answering a range of historical questions. Describe the significance and impact of power struggles between the Anglo-Saxons, Vikings and Normans on Britain Identify bias in primary and secondary sources. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint. Compare and contrast the Anglo-Saxons, Vikings and the Normans. Construct a profile of a significant leader Alfred the Great, Athelstan or Edward the Confessor using a range of historical sources. Describe and explain the impact of the Staffordshire Hoard on the local area. Understand the impact of the invasion and settlement on the language in Britain. Understand the impact of the invasion and settlement on the place names of Britain. 	<ul style="list-style-type: none"> Know the key features of the locality at different times and how transport might have been needed. Understand why situations were as they were in the local area. Know the key features and what was significant regarding local transport; Know how people may have reacted locally to early transport and how it affected their lives. Understand the difference between change and continuity and give reasons for change and continuity. Understand the factors affecting change and development. Compare different forms of transport. Make judgements and generalisations about the theme bringing together what they have learnt and substantiating this with appropriate evidence. Reconstruct situations from a range of source material and use and evaluate sources. 	<ul style="list-style-type: none"> Present information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. Describe the hierarchy and different roles in ancient Egypt from the Pharaoh as a god at the top to slaves at the bottom. Understand the importance of gods and goddesses within Ancient Egyptian society Understand the importance of animals in Ancient Egyptian society. Explore and understand the process of mummification. Know what Ancient Egyptians believed about life after death. Construct a profile of Tutankhamun using a range of historical sources Explain how the items found in Tutankhamun's tomb provide evidence of the wealth, power and status of the tomb's owner, Explain and compare the daily lives of rich and poor Ancient Egyptians.
Year 5	<p style="text-align: center;">Dynamic Dynasties</p> <p style="text-align: center;"><i>What is left from the Chinese dynasties that we can see today?</i></p>	<p style="text-align: center;">Sow, Grow, Farm</p> <p style="text-align: center;"><i>History = Is mining part of our local heritage? What was life like as a local miner?</i></p>	<p style="text-align: center;">Groundbreaking Greeks</p> <p style="text-align: center;"><i>Can we thank the Ancient Greeks for anything in our lives today?</i></p>



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		(Look at 'Fire damp and Davy lamps' Cornerstones)	
<p>Objectives to be taught.</p>	<ul style="list-style-type: none"> • To know how to use dates and vocabulary relating to passing of time including ancient and modern, century and decade. • Place events in chronological order using AD / BC. • To know what the Shang Dynasty was • Use a timeline to show the Shang Dynasty - place in chronological order 5 significant events from this period. • Describe events from the past using key dates when things happened. • Use a primary source to form an opinion and deduce using evidence - The Dig at Yinxi • Follow lines of enquiry and make informed responses - What are oracle bones and why were they important in Ancient China? • Investigate own lines of enquiry by posing questions to answer - Religious beliefs in the Shang Dynasty • Know and understand the significance of bronze, jade and silk in Ancient China (2 or 3 lessons) • To describe the social hierarchy of the Shang Dynasty and explain who had the most power 	<ul style="list-style-type: none"> • Place events in chronological order using AD / BC. • Use dates and vocabulary relating to passing of time including ancient and modern, century and decade. • Describe events from the past using key dates when things happened. • Use a range of artefacts to draw conclusions about the past. • Understand why coal was mined in Stoke on Trent • Understand how our locality today has been shaped by what happened in the past. • Describe what conditions miners worked in and explain why it was dangerous. • Talk about the coal mining has changed over the last two centuries. • Understand that the General Strike took place in 1926 and I can talk about its impact • Make comparisons between the General Strike and the 1980s miner strikes • Explain how significant historical figures contributed to national and international achievements in a variety of eras (Ernest Bevin, Arthur Scargill, Margaret Thatcher) • Look at different versions of the same event in history and identify differences (mining strikes) • Know that people in the past represent events or ideas in a way that persuades others. Know that people both in the past 	<ul style="list-style-type: none"> ▪ Describe events from the past using key dates when things happened. ▪ Begin to identify primary and secondary sources ▪ Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). ▪ Order significant dates on a timeline, beginning to use BC and AD ▪ Understand the dates of significant events from the Ancient Greece period and place these in chronological order. ▪ Describe the main changes in a period of history. ▪ Use evidence to describe what was important to people from the past. ▪ Describe similarities and differences between people, events and artefacts studied. ▪ Use evidence to describe the culture, leisure, clothes, ways of life and actions of people in the past. ▪ Understand and talk about the struggle between the Athenians and the Spartans. ▪ Understand that the Greek Gods were an important part of Greek culture. ▪ Understand how and why the Greeks transported objects using boats. ▪ Know who Alexander the Great was and talk about his achievements. ▪ Describe how some of the things I have studied from the past affect/influence life today. ▪ Know about some of the things that the Greeks gave to the world.



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- To use evidence to justify statements about everyday life in the Shang Dynasty
- To know why the people in the Shang Dynasty were successful warriors
- To describe the significance of Fu Hao
- To know what led to the downfall of the Shang Dynasty
- Plan and present a self-directed project or research about a studied period: 'The Legacy of the Shang Dynasty'
- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and IT 'The Legacy of the Shang Dynasty'

have a point of view and that this can affect interpretation.

- Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past

- Know that the Greeks were responsible for the birth of the Olympics.



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Year 6	Maafa <i>How was Britain involved in the Transatlantic slave trade?</i>	Frozen Kingdom <i>History =What can we learn about life in the early 1900s from the Titanic?</i>	A Child's War <i>What was the impact of World War Two on our locality and locals' lives?</i>
Objectives to be taught.	<ul style="list-style-type: none"> • I can confidently place events from the Maafa in chronological order using AD /BC. • Explain how humans function in the place they live • Create an in-depth study of the characteristics and importance of the Maafa • Describe and explain the common traits and motives of leaders and monarchs from different historical periods. • Articulate the significance of a historical person, event, discovery or invention in British history. • Present a detailed historical narrative about the trans-Atlantic slave trade. • Evaluate the human impact of slavery on the people of Africa. • Identify different types of bias in historical sources and explain the impact of that bias • Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. • Describe the growth of the British economy and the ways in which its growth impacted on British life. • Describe the causes and consequences of the slave trade in history. 	<ul style="list-style-type: none"> • Evaluate evidence to choose the most reliable forms (EQ compare a film to factual accounts of history). • Know that people both in the past have a point of view and that this can affect interpretation. • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past • Recognise and use primary and secondary sources. • Investigate own lines of enquiry by posing questions to answer. (Who travelled on the Titanic and why?) • Know what life was like on board the Titanic • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling 	<ul style="list-style-type: none"> ▪ Describe the positive or negative impact of a period of history on society. ▪ Recognise and use primary and secondary sources. ▪ Research in order to find similarities and differences between two or more periods in history. ▪ Independently investigate a complex historical research question. ▪ Investigate own lines of enquiry by posing questions to answer. ▪ Evaluate evidence to choose the most reliable forms. ▪ Know that people both in the past have a point of view and that this can affect interpretation. ▪ Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past ▪ Independently plan and present a self-directed project or research about World War 2. ▪ Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling. ▪ Understand the evacuation process: its impact and why it happened.



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- Articulate and present a clear, chronological world history narrative about the Maafa.

- Know when the Titanic sank and place the events of that day in chronological order
- Examine the decisions made by Captain Smith considering their options and making a summative judgement about their choices.
- Describe the causes and consequences of a significant event in history.

- Compare school life in wartime England to today and homes from this period to homes now.
- Know who the Ally and Axis countries were in WW2.
- Understand about the key events and impact of The Blitz and its impact on Stoke on Trent/Staffordshire.
- Understand the causes of WW2
- Understand the causes of rationing and its impact on people's lives.
- Place the events of WW2 on a timeline.