



History Long Term Plan

| Autumn | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | Family and Local history: London | Great Fire of London | Prehistoric life | Riotous royals | Tudors and Stuarts | WWII - the war and the aftermath |
| Big question | Where would you want to live? | How does our city tell stories? | Has childhood always been the same? | Should we have a leader? | Can we learn from our mistakes? | Does war ever stop? |
| Skills: | <ul style="list-style-type: none"> Place known events and objects in chronological order Sequence events and recount changes within living memory Use common words and phrases relating to the passing of time Find answers to some simple questions about the past from simple sources of information Describe some simple similarities and differences between artefacts Sort artefacts from 'then' and 'now' Ask and answer relevant basic questions about the past Relate his/her own account of an event and understand that others may give a different version | <ul style="list-style-type: none"> Show an awareness of the past Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. Describe significant historical events, people and places in his/her own locality Describe events beyond living memory that are significant nationally or globally Use a wide vocabulary of everyday historical terms. | <ul style="list-style-type: none"> Use an increasing range of common words and phrases relating to the passing of time Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings as a starting point for enquiry Explore concepts and generate questions. Use evidence to support responses to questions about the past Visit museums, galleries and historical sites to learn about Look at resources and present your own findings and understanding of the past, using reliable sources to justify your interpretations Describe objects, people or events in history Communicate ideas about the past using different genres of writing, drawing, | <ul style="list-style-type: none"> Place some historical periods in a chronological framework Use historic terms related to the period of study Use sources of information in ways that go beyond simple observations to answer questions about the past Use a variety of resources to find out about aspects of life in the past Understand that sources can contradict each other Communicate his/her learning in an organised and structured way, using appropriate terminology Describe/make links between main events, situations and changes within and across different periods/societies Identify and give reasons for, results of, historical events, situations, changes. Describe social, cultural, religious and ethnic | <ul style="list-style-type: none"> Use dates to order and place events on a timeline Order up to 10 significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Note connections/contrasts and trends over time. Compare sources of information available for the study of different times in the past Present findings and communicate knowledge and understanding in different ways Provide an account of a historical event based on more than one source Give some reasons for some important historical events | <ul style="list-style-type: none"> Use relevant dates and historical terms. Order up to 10 significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Note connections/contrasts and trends over time. Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world Begin to identify significant events, connections, contrasts and trends over time. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is |



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| | <ul style="list-style-type: none"> • Talk, draw or write about aspects of the past • Understand key features of events • Identify some similarities and differences between ways of life in different periods | <ul style="list-style-type: none"> • Speak about how he/she has found out about the past • Record what he/she has learned by drawing and writing. | <p>diagrams, data-handling, drama role-play, storytelling and using computing</p> <ul style="list-style-type: none"> • Describe/make links between main events, situations and changes within and across different periods/societies • Identify and give reasons for, results of, historical events, situations, changes. | <p>diversity in Britain & the wider world.</p> <ul style="list-style-type: none"> • Identify historically significant people and events in situations. | | <p>constructed from a range of sources</p> <ul style="list-style-type: none"> • Make confident use of a variety of sources for independent research. • Discern how and why contrasting arguments and interpretations of the past have been constructed. • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using computing. • Plan and present a self-directed project or research about the studied period. Writing, drawing, role-play, storytelling and using computing. • Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies • Describe a local history study • Use evidence to support arguments |
| Key content: | <ul style="list-style-type: none"> • Changes within living memory. • Their family history | <ul style="list-style-type: none"> • Events beyond living memory | <ul style="list-style-type: none"> • Stone Age • Ice Age • Bronze Age | <ul style="list-style-type: none"> • Comparing Mansa Musa to King John • William the conqueror | <ul style="list-style-type: none"> • War of the Roses • Henry 8th | <ul style="list-style-type: none"> • WWII • The causes of the war • Key figures |



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| | <ul style="list-style-type: none"> • A significant event from their life • Compare sources describing or showing Leyton High Street to the modern Leyton High Street. | <ul style="list-style-type: none"> • Significant historical events • How the fire started • The spread of the fire • What was the impact of the fire on London and its citizens? • Use primary and secondary sources • Did the fire impact everyone the same? | <ul style="list-style-type: none"> • Need to understand it is prehistory (no written records) • Object primary sources • How we can learn from primary sources to create secondary sources • Archaeology • What was life like in the ages? • Did London exist? What settlements existed? • Tools and resources | <ul style="list-style-type: none"> • King Henry VIII • Eleanor of Acquitanes • Queen Anne • Victoria • Elizabeth II • Katherine the Great • Marie Antoinette • Shang Dynasty | <ul style="list-style-type: none"> • Edward, Mary and Elizabeth and the changes that happened in Britain • English Civil war • Plague • Great Fire of London • Reformation • King James bible • British values - tolerance | <ul style="list-style-type: none"> • Holocaust (Anne Frank) • Kinder transport • Evacuees • Kristal Nacht • The roles of children during the war (Girl Guides being trained as spies) • Windrush • The splitting up of Germany by allied forces. • The Blitz • WWII music |
| Suggested outcomes: | <ul style="list-style-type: none"> • Family tree • Venn diagrams • Mini museum of artefacts from home • Comic strips of events • Videos • Creating questions for a visitor • A trip to the high street • Using pictures showing progression through time to create a timeline • Poster or double page spread about what they have learnt. | <ul style="list-style-type: none"> • Now Press Play (Great Fire of London) • Build Tudor/Stuart houses and then burn them • Make a simple timeline to show how far in the past it was • Make a simple timeline showing the events of the fire • Visit markers and monuments around the city • Create suggestions of what Londoners should do to prevent a fire. • Whose role was most important in stopping the fire • Role play events (potentially using recreations of primary sources) • Hot seat the teacher and create questions. | <ul style="list-style-type: none"> • Now Press Play (stone age) • Stewed fruit (look at diet) • Clay pots • Recreated primary sources • Museum of London and other visits • Stone age clothing • Stone age boy/Ug • Cave paintings • Lascaux caves • Build a Mini-Stonehenge • Using secondary sources to research • Hot seating teachers 'interview a cave person' • Running away from prehistoric creatures (role play) • Skara Brae • Poster or double page spread about what they have learnt. | <ul style="list-style-type: none"> • Now press play (Tudors) • Timelines. • 'Horrible History' style drama. • Listen to horrible histories • Motte and Bailey castle. • Look into the Tower. • Make a magna-carta scroll • Hot seating. • Drama/Role play • Using primary and secondary sources • Research royal outfits from different periods • Debate who was the most significant royal • Put Marie Antoinette on trial • Investigate who had the most impact. • Mini Museum (turn classrooms into 'galleries') • Project based learning | <ul style="list-style-type: none"> • Now Press Play (Tudors) • Create ruffs/Tudor clothing • Use of primary sources and secondary sources. • Build Tudor buildings (and burn them down). • Put Guy Fawkes on trail • Mini museum. • Debate most significant monarch from eras. • Recruitment posters for roundheads and cavaliers. • Creating plague 'cures' • Drama and role play • Interviewing teachers (e.g. one teacher is a cavalier and one is a roundhead). • Timelines • Venn diagrams. • Poster or double page spread about what they have learnt. | <ul style="list-style-type: none"> • Now Press Play (WWII) • Evacuee day (being evacuated to different classrooms) • Create a blackout classroom. • Using Primary and secondary sources • Anderson shelter modelling • Look at propaganda and create a poster • Investigate what happened to Leyton during the Blitz? • Interactive maps • Anne Frank • Discuss what reasons people would have to leave the Caribbean • Investigate how people were treated when arriving (links to civil rights) • Drama and role-play • How has warfare changed? |



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| | | <ul style="list-style-type: none"> • Talk to a firefighter about if the fire could happen now • Poster or double page spread about what they have learnt • Create a class storybook • Make bread. | | <ul style="list-style-type: none"> • Poster or double page spread about what they have learnt. | | <ul style="list-style-type: none"> • Creating meals using ration books • Code cracking (Alan Turing's life - link to Apple logo) • Timelines • Maps showing movements of forces. • Mini museum • Poster or double page spread about what they have learnt. |
| Subject specific vocabulary: | Today, Yesterday, the past, old, new, parent, grandparent, memory, lifetime. | The present, the past, the future, day, week, month, long ago, old, clue, memory, year, decade, timeline, similar, different, houses, photograph, opinion, artefact. | Anachronism, chronological order, era/period, B.C.E (before the common Era), millennium, importance, significance, legacy, impact, my conclusion is that..., consequences, primary source, secondary source, this source suggests that..., this source doesn't show that... | Anachronism, chronological order, era/period, C.E (the Common Era) A.D (Anno Domini), importance, significance, legacy, impact, effects, reason, change, continuity, this suggests..., may be, perhaps, could be, first hand evidence, second hand evidence, infer, historian, extent of change, my conclusion is that..., consequences, primary source, secondary source, this source suggests that..., this source doesn't show that... , eye witness, reliable, unreliable. | Anachronism, chronological order, era/period, C.E (the Common Era), A.D (Anno Domini), importance, significance, legacy, impact, effects, reason, change, continuity, this suggests..., may be, perhaps, could be, first hand evidence, second hand evidence, infer, historian, extent of change, my conclusion is that..., consequences, primary source, secondary source, this source suggests that..., this source doesn't show that... , eye witness, reliable, unreliable. | Anachronism, chronological order, era/period, C.E (the Common Era), A.D (Anno Domini), importance, significance, legacy, impact, effects, reason, change, continuity, this suggests..., may be, perhaps, could be, first hand evidence, second hand evidence, infer, historian, extent of change, my conclusion is that..., consequences, primary source, secondary source, this source suggests that..., this source doesn't show that... , eye witness, reliable, unreliable. |
| Topic specific vocabulary: | London, Leyton, parents, grandparents, family, in the past, used to, significant events, historian. | Bakery, St Paul's Cathedral, Diary, Firebreak, Thomas Farriner, Samuel Pepys, King Charles II. River Thames, Diary, embers, fire-hooks, flammable. Duke of York, James II, 1666, plague, historian. | Neolithic, Palaeolithic, hunter gathers, nomadic, tribe, ice age, sabretooth tiger, woolly mammoth, borne, alloy, bone marrow, earthwork, Celt, sacrifice, druids, roundhouse, hillforts, Stonehenge, Skara Brae, historian. | Reign, assassination, commonwealth, empire, invade, Magna Carta, monarch, rebels, revolt, Normandy, Bayeux tapestry, industrialization, change, Church of England, Break from Rome, Government, battle, historian. | Heir, monarch, reign, throne, The age of Exploration, The Golden Age, Catholic, Protestant, Reformation, Plague, Cavaliers, Roundhead, Parliament, Divine Right, The restoration, Cromwell, Henry 7th, Henry 8th, The Wives of Henry the 8th, | Allies Axis, Nazi party, atomic bomb, annex, Czechoslovakia, , Propaganda, active service, Air-raid, Anderson shelter, blackout, Blitz, Concentration camps, Evacuation, Fascism, Führer, Gas masks, Genocide, Holocaust, |



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| | | | | | Edward, Mary, Elizabeth I, Lady Jane Grey, (Mary Stuart), James I, Charles I, Charles II, James II, William and Mary, Anne, historian. | Invasion, Liberated, Luftwaffe, Occupied, Persecution, Rationing, Spitfire, historian. |
| Challenge | <ul style="list-style-type: none"> • Make a costume for two different historical periods (i.e. what might their parents have worn as teenagers compared to their grandparents) • Create a fact file of an aspect of the past • Identify the differences in a story from different perspectives • Critique whether childhood was better nowadays or in previous generations/the past. | <ul style="list-style-type: none"> • How different would the Great Fire of London be now with today's technology? • Select an appropriate way to investigate an enquiry • Create a comic strip to show the events of the Great Fire of London • Create a historical dictionary of a period in the past. | <ul style="list-style-type: none"> • Formulate an open ended question relevant to a topic and select an appropriate source • Critique the value of a source? Which holds more weight? • Judge what is the appropriate method to communicate ideas about the past • Argue which event had the most impact in the lead up to a historical indecent | <ul style="list-style-type: none"> • Which monarch is the most significant and why? • Create a travel brochure advertising a period of time in history relating to a chosen monarch or discussing why their chosen monarch would like to visit the present day. • Present two conflicting ideas on a given topic. • Judge what is the appropriate method to communicate ideas about the past and create work that fits the chosen framework. • Investigate which event had the most impact in the lead up to a historical indecent and defend your finding/opinion | <ul style="list-style-type: none"> • Argue what was the most important cause of the English Civil War. • Be a reporter on your chosen topic highlighting differences in narratives. • Argue which monarch from the era had the most impact/ is more effective and why. • Argue what is the most reliable source and identify any bias that they may have held • Argue the impact of reformation on the Tudor and Stuart era outside of Henry 8th's rule. • Present several conflicting ideas on a given topic in a format of their choosing. | <ul style="list-style-type: none"> • Use a variety of sources to debate a certain historical point of view • Investigate reasons for why primary sources/ historical accounts may have differing accounts of events (e.g. bias) • Investigate an area of history, using a variety of sources, and select an appropriate method to present your findings • Argue how WWII or Windrush has impacted modern day society. How might this differ depending on where in the UK you are or where in the world? |



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| Spring | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | Exciting explorers (Significant individuals) | Intrepid individuals (significant individuals) | Rotten Romans | Lost Lands (Indus Valley) | Eureka! (Ancient Greece) | Heavenly Empire (Benin) |
| Big question | Who do you want to be when you grow up? | How would you like to be remembered? | What did the Romans ever do for us? | How should we remember those who came before us? | Should we all have a voice? | Why do civilizations rise and fall? |
| Skills: | <ul style="list-style-type: none"> Place known events and objects in chronological order. Sequence events and recount changes. Use common words and phrases relating to the passing of time. Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and differences between artefacts. Sort artefacts from 'then' and 'now'. Ask and answer relevant basic questions about the past. Relate his/her own account of an event and understand that others may give a different version. | <ul style="list-style-type: none"> Show an awareness of the past. Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. Explain how I know someone or something was around at a period of time from the fashion or artefacts. Describe how I know an event has happened through clues and artefacts. Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. Show understanding of some of the ways in which we find out about the past and identify | <ul style="list-style-type: none"> Use an increasing range of common words and phrases relating to the passing of time Explain how I know someone or something was around at a period of time from the fashion or artefacts. Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings as a starting point for enquiry. Begin to use sources of information and simple observations to answer questions about the past. Describe how items have changed over time. Explore concepts and generate questions. Use evidence to support responses to questions about the past. Visit museums, galleries and historical sites to learn about. | <ul style="list-style-type: none"> Place some historical periods in a chronological framework Use historic terms related to the period of study Explain why an event was important. Explain how I know someone or something was around at a period of time from the fashion or artefacts. Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Use research methods to understand the past through letters, books, the internet and magazines. Understand that sources can contradict each other Begin to explain why a source might be unreliable when they contradict each other. | <ul style="list-style-type: none"> Use dates to order and place events on a timeline. Order up to 10 significant events, movements and dates on a timeline. Describe a period of time using historical vocabulary. Identify and compare changes within and across different periods. Note connections/contrasts and trends over time. Compare sources of information available for the study of different times in the past. Infer and discuss impressions of significant people and events from history. Compare information gathered from the past with things we have in modern times. Present findings and communicate knowledge and understanding in different ways. | <ul style="list-style-type: none"> Use relevant dates and historical terms. Order up to 10 significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Note connections/contrasts and trends over time. Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world. Begin to identify significant events, connections, contrasts and trends over time. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Describe a range of primary and secondary sources that help us understand the past. |



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| | <ul style="list-style-type: none"> • Talk, draw or write about aspects of the past. • Understand key features of events. • Identify some similarities and differences between ways of life in different periods. • Can I describe why a significant person was important at that time in history. • Can I explain what makes the past different to the present? • Can I describe another person's interpretation of an event? | <p>different ways in which it is represented.</p> <ul style="list-style-type: none"> • Summarise an event through drama, art or writing. • Describe significant historical events, people and places in his/her own locality. • Describe events beyond living memory that are significant nationally or globally. • Begin to describe why an event was important • Describe what life might be like if a significant person changed their history. • Use a wide vocabulary of everyday historical terms. • Speak about how he/she has found out about the past. • Record what he/she has learned by drawing and writing. • Present the past in a performance or written piece. • Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. • Explain what impact a significant individual has had on our lives today. | <ul style="list-style-type: none"> • Look at resources and present your own findings and understanding of the past, using reliable sources to justify your interpretations. • Describe objects, people or events in history. • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using computing. • Describe/make links between main events, situations and changes within and across different periods/societies • Identify and give reasons for, results of, historical events, situations, changes. • Describe memories of key events in his/her life using historical vocabulary. • Begin to use technology to support my present of history. • Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects | <ul style="list-style-type: none"> • Communicate his/her learning in an organised and structured way, using appropriate terminology. • Use different mediums to present my learning. • Describe/make links between main events, situations and changes within and across different periods/societies • Identify and give reasons for, results of, historical events, situations, changes. • Describe social, cultural, religious and ethnic diversity in Britain & the wider world. • Identify historically significant people and events in situations. • Describe the achievements of the earliest civilisations. | <ul style="list-style-type: none"> • Provide an account of a historical event based on more than one source. • Use contradicting sources to show contrasting views of the time. • Give some reasons for some important historical events • Understand that the type of information available depends on the period of time studied. • Evaluate the usefulness of a variety of sources including primary and secondary. • Describe things, such as buildings, objects and fashion have changed over time. • Describe chronological knowledge of world history. • Note trends over time and show appropriate use of historical terms. • Use evidence to support my argument. | <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • Make confident use of a variety of sources for independent research. • Discern how and why contrasting arguments and interpretations of the past have been constructed. • Challenge or oppose what I have found in sources and use other sources to back up my point as evidence. • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using computing. • Plan and present a self-directed project or research about the studied period. Writing, drawing, role-play, storytelling and using computing. • Describe a chronologically secure knowledge and understanding of British, local and world history, |
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| | | <ul style="list-style-type: none"> Explain what changes have been made because of significant individuals in history. | of life in different periods. | | | <ul style="list-style-type: none"> establishing clear narratives within and across the periods he/she studies Use evidence to support arguments. Explain using PEE why a source is reliable. Evaluate the difference between primary and secondary sources. Explain how I know which sources I might find in different periods. Use contradicting sources to show contrasting views of the time. |
| Key content: | <ul style="list-style-type: none"> Grace O'Malley Brunel George Stephenson Ibn Battuta Neil Armstrong Tim Burnes-Lee | <ul style="list-style-type: none"> Malala Mary Seacole Katherine Johnson Emmeline Pankhurst | <ul style="list-style-type: none"> Diversity in the empire. Londinium Emperors Conquering Britain Boudicca and the Celts Hadrian's wall. | <ul style="list-style-type: none"> Bronze age in the sub-continent Rise and fall of the empire Everyday life | <ul style="list-style-type: none"> Impact- democracy Culture Beliefs Olympics | <ul style="list-style-type: none"> Rise and fall of the civilisation Impact of the civilisation Comparison to other European societies. |
| Suggested outcomes: | <ul style="list-style-type: none"> Venn diagrams Mini museum of artefacts Gallery Comic strips of events Videos Hot seating Drama and freeze frames re-telling stories. Poster or double page spread about what they have learnt. Now press play (Neil Armstrong) Make a game (guess who) | <ul style="list-style-type: none"> Now press play (Mary Seacole) Make a simple timeline about a key figure's life. Visit markers and monuments around the city. Create a protest. Read books about significant figures. Gallery of significant individuals. Role play events (potentially using recreations of primary sources) | <ul style="list-style-type: none"> Now press play (Roman Britain) Recreate primary sources Museum of London and other visits Build Hadrian's war. Use "primary sources" Compare London to Londinium. Mosaics/Printing Make Roman shields. Archaeology Using secondary sources to research Hot seating teachers | <ul style="list-style-type: none"> Timelines. Compare and contrast everyday life of a child now to one in the Indus Valley Horrible history style drama. Comparing homes of rich and poor Newspaper article of the discovery of the Indus Valley Archaeology Make bricks (open ended) Design a city - look at the architecture of the cities. | <ul style="list-style-type: none"> Now press play (Ancient Greece) Create togas and chitons. Build a Trojan horse. Use of primary sources and secondary sources. Greek banquet. Democratic debate. Olympics Top trumps of gods and heroes Mini museum. Debate most significant city state. | <ul style="list-style-type: none"> Turn the classroom into a palace Drama: acting out the powerful leader and court life Using Primary and secondary sources The role the British played in the fall of the empire Changes from small villages to an empire. Trade routes Life in Benin/compare and contrast Investigate how people were treated |



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| | | <ul style="list-style-type: none"> Hot seat the teacher and create questions. Poster or double page spread about what they have learnt. Create a class storybook. | <ul style="list-style-type: none"> Poster or double page spread about what they have learnt Roman food. Role Play out Romans vs Celts Using Lego to recreate key monuments. Visit the London Mithraeum temple. Map of movement across the Empire. | <ul style="list-style-type: none"> Project based learning. Poster or double page spread about what they have learnt. | | <ul style="list-style-type: none"> Drama and role-play How has warfare changed? Different types of gods Mud sculptures Create a play or comic strip as if a time traveller arrived in Benin and were being shown around. |
| Subject specific vocabulary: | Today, yesterday, the past, old, new, memory, lifetime, significant, achievement | The present, the past, the future, day, week, month, long ago, old, clue, memory, year, decade, timeline, similar, different, houses, photograph, opinion, artefact | Anachronism, chronological order, era/period, B.C.E (before the common Era), millennium, importance, significance, legacy, impact, my conclusion is that..., consequences, primary source, secondary source, this source suggests that..., this source doesn't show that... | Anachronism, chronological order, era/period, C.E (the Common Era) A.D (Anno Domini), importance, significance, legacy, impact, effects, reason, change, continuity, this suggests..., may be, perhaps, could be, first hand evidence, second hand evidence, infer, historian, extent of change, my conclusion is that..., consequences, primary source, secondary source, this source suggests that..., this source doesn't show that... , eye witness, reliable, unreliable. | Anachronism, chronological order, era/period, C.E (the Common Era), A.D (Anno Domini), importance, significance, legacy, impact, effects, reason, change, continuity, this suggests..., may be, perhaps, could be, first hand evidence, second hand evidence, infer, historian, extent of change, my conclusion is that..., consequences, primary source, secondary source, this source suggests that..., this source doesn't show that... , eye witness, reliable, unreliable. | Anachronism, chronological order, era/period, C.E (the Common Era), A.D (Anno Domini), importance, significance, legacy, impact, effects, reason, change, continuity, this suggests..., may be, perhaps, could be, first hand evidence, second hand evidence, infer, historian, extent of change, my conclusion is that..., consequences, primary source, secondary source, this source suggests that..., this source doesn't show that... , eye witness, reliable, unreliable. |
| Topic specific vocabulary: | Significant, achievement, pirate, the internet, moon landings, astronaut, engineer, bridge builder, explorer, traveller, adventure, railway | Suffragette, activist, Taliban, Afghanistan, Space Race, NASA, moon landings, computers, nursing, Crimea War | Pompeii, Boudicca, rebellion, Hadrian's Wall, Empire, Londinium, population, excavation, archaeologist, mosaic, roman roads e.g. Fosse Way | Archaeology, excavation, discovery, Bronze Age, Mesopotamia, Ghaggar-Hakra river, Charles Masson, soapstone, sculptures, citadel, mud | Democracy, debate, assembly, vote, Olympics, Delphic, shrine, site, temple, Gods, Athens, Sparta, Thebes, Crete, myth, legend, amphorae, import, export, hoplite, army, warrior, | Ogiso, Oba, Edo, Yoruba, ohen, animists, brass, artefact, masks, coral beads, brass heads, figurines, ceremonies, human sacrifice, animists |



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| Challenge | <ul style="list-style-type: none"> Can I describe similarities and/or differences between the past and the present? Can I explain why someone else has given a different version of an event? Can I explain what makes the past different to the present? | <ul style="list-style-type: none"> Explain what makes a source important to us. Can I understand why some decisions were made in the past and why? Can I describe what might have happened if events in history might have been changed? | <ul style="list-style-type: none"> Can I describe what might have happened if events in history might have been changed? Can I use some resources such as the internet and books to find out about aspects of the past and ask and answer appropriate questions? Notice similarities in different sources to strengthen an idea. Can I present my findings using PEE? Can I understand why some decisions were made in the past and why? | <ul style="list-style-type: none"> Can I describe what might have happened if events in history might have been changed? Can I infer information and discuss impressions of significant people and events from history? Can I begin to describe why I trust a source more than another? Can I explain why someone's interpretation from a point in history is the way it is? Can I present my findings using PEE? | <ul style="list-style-type: none"> Can I explain the cause and effect of events in history using my chronological understanding? Can I explain why it is important to explore a variety of sources and compare them to understand the past? Can I articulate why views were different at different points in history in different societies? Can I explain what makes a source trustworthy and makes it unreliable? Can I explain contrasting views on the same event and explain which is more reliable and why? Can I describe the impact an event has had on people living today? | <ul style="list-style-type: none"> Can I explain the cause and effect of events in history using my chronological understanding? Can I discuss motives of any sources from the past? Can I lead discussion and ask thought-provoking questions? Can I explain what makes a source trustworthy and makes it unreliable? Can I display contrasting views on the same event and explain which is more reliable and why? Can I describe the impact an event has had on people living today? |



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Long Term Plan: History

| Summer | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | Travelling around the world | Island Life | Invasion, invasion, invasion! | Vicious Vikings | A World Before | Crime and Punishment |
| Big question | How do you move? | Are all islands isolated? | When does someone stop being an enemy? | Do we always remember history correctly? | How do our biases change how we see things? | Does every crime deserve a punishment? |
| Skills: | Transport <ul style="list-style-type: none"> Place known events and objects in chronological order. Sequence events and recount changes within living memory. Use common words and phrases relating to the passing of time. Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and differences between artefacts. Sort artefacts from 'then' and 'now' Ask and answer relevant basic questions about the past. Relate his/her own account of an event and understand that others may give a different version. Talk, draw or write about aspects of the past. Understand key features | The Life of an Islander <ul style="list-style-type: none"> Show an awareness of the past, using common words and phrases relating to the passing of time Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented Describe changes within living memory and aspects of change in national life Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past Record what he/she has learned by drawing and | Invasion <ul style="list-style-type: none"> Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings as a starting point for enquiry. Explore concepts and generate questions. Use evidence to support responses to questions about the past. Visit museums, galleries and historical sites to learn about. Explore the idea that there are different accounts of historical interpretations. Look at resources and present your own | Britain <ul style="list-style-type: none"> Place some historical periods in a chronological framework. Use historic terms related to the period of study. Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Understand that sources can contradict each other. Communicate his/her learning in an organised and structured way, using appropriate terminology. | Baghdad <ul style="list-style-type: none"> Use dates to order and place events on a timeline. Compare sources of information available for the study of different times in the past. Make comparisons between aspects of periods of history and the present day. Understand that the type of information available depends on the period of time studied. Evaluate the usefulness of a variety of sources. Present findings and communicate knowledge and understanding in different ways. Provide an account of a historical event based on more than one source. Give some reasons for some important historical events. | Crime and Punishment <ul style="list-style-type: none"> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Understand how our knowledge of the past is constructed from a range of sources Make confident use of a variety of sources for independent research. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Note connections, contrasts and trends over time and show |



History Long Term Plan

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| | <ul style="list-style-type: none"> of events. Identify some similarities and differences between ways of life in different periods. | writing | <p>findings and understanding of the past, using reliable sources to justify your interpretations.</p> <ul style="list-style-type: none"> Describe objects, people or events in history. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using computing. Describe/make links between main events, situations and changes within and across different periods/societies. Identify and give reasons for, results of, historical events, situations, changes. Describe social, cultural, religious and ethnic diversity in Britain & the wider world. Identify historically significant people and events in situations. | | | <p>developing appropriate use of historical terms.</p> <ul style="list-style-type: none"> Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. Describe a local history study Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Use evidence to support arguments. |
| Key content: | <ul style="list-style-type: none"> Modes of transport and how it has changed over time. | <ul style="list-style-type: none"> Languages People Culture Caribbean | <ul style="list-style-type: none"> Settlements Aftermath of the Romans Farming | <ul style="list-style-type: none"> Invasions Lindisfarne Anglo-Saxons Unification of England Alfred The Great | <ul style="list-style-type: none"> Non-European society Origin of science, language, astronomy, and math | <ul style="list-style-type: none"> Tower of London Guy Fawkes Different societies and eras Local history |



History Long Term Plan

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| <p>Suggested outcomes:</p> | <ul style="list-style-type: none"> • Compare old transport to new e.g. old photos of London underground • Design what trains will look like in 2100 • Create a journey through old London on the bus/ train • Picture timeline of different London transport • Design interview questions for train driver/ taxi driver/ bus driver • Build a boat- what different materials would you use? • Visit London Docklands Museum | <ul style="list-style-type: none"> • Talk to a grandparent about the Windrush generation • Build the Empire Windrush boat • Compare a Caribbean island to the U.K. • Discussion about slavery and the abolition movement • Writing a day in the life of a plantation slave • History of Carnival • Food tasting | <ul style="list-style-type: none"> • Now Press Play Anglo Saxons • Drama and role play of Anglo, Saxons and Jutes battle • Plotting invasion routes on map of Europe • Planning own invasion and making weapons • Timeline activity of different invasions from Romans to 1066. • Diary writing 'a day in the life of an Anglo Saxon.' • Source analysis- Anglo Saxon art- design own broach. • Sutton Hoo- newspaper writing about gold hoard discovery • Make your own gold hoard and bury | <ul style="list-style-type: none"> • Now Press Play Vikings • Plotting Viking invasion on maps and planning own invasion • Viking gods - debate which is the most influential and design own Viking God • Analysis of Viking armour and weapons. • Build own weapons and stage own invasion in playground • Viking food- design menu and prepare Viking feast • Build Viking long ships • Lindisfarne source analysis- Doomsday Stone, rune translation, early Christianity | <ul style="list-style-type: none"> • Research Islamic art and explore link between mathematics and art • Tessellating patterns - graphic design art on computer • Use sources to research trade routes along the Silk Road and plan own • Research the Mongol invasion and the 'Fall of Baghdad' • Link to 21st century and how Baghdad is still under threat- read 'Silent Music: a Story of Baghdad.' • Write newspaper front page about fall of Baghdad • Research Mongol weapons and tactics and debate why Baghdad fell so easily • Learn about Yaqut al-Musta'simi, a calligrapher who survived the fall of Baghdad | <ul style="list-style-type: none"> • Use sources to research the life of Dick Turpin, Georgian highwayman, and put him on trial. Was he a villain or a modern Robin Hood? • Research Anglo Saxon and Medieval crime and punishment. Re-enact trial with jury made up of representatives from Anglo Saxon era and modern era. How have views changed? • Research Sir Robert Peel and the first police force, The Bow Street Runners in Victorian London. • Re-enact Victorian 'Hard Labour' prison and write in role as a prisoner. • Do punishments always fit the crime? Oscar Wilde/ Guy Fawkes/ Suffragettes/ Civil Rights Activists - design petition for government to change the law of capital punishment • Modern day policing- research different methods police use to prevent crime in the first place, instead of focusing on the punishment |
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History Long Term Plan

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| Subject specific vocabulary: | Today, Yesterday, the past, old, new, memory, lifetime, significant, achievement | The present, the past, the future, day, week, month, long ago, old, clue, memory, year, decade, timeline, similar, different, houses, photograph, opinion, artefact. | Anachronism, chronological order, era/period, B.C.E (before the common Era), millennium, importance, significance, legacy, impact, my conclusion is that..., consequences, primary source, secondary source, this source suggests that..., this source doesn't show that... | Anachronism, chronological order, era/period, C.E (the Common Era) A.D (Anno Domini), importance, significance, legacy, impact, effects, reason, change, continuity, this suggests..., may be, perhaps, could be, first hand evidence, second hand evidence, infer, historian, extent of change, my conclusion is that..., consequences, primary source, secondary source, this source suggests that..., this source doesn't show that... , eye witness, reliable, unreliable. | Anachronism, chronological order, era/period, C.E (the Common Era), A.D (Anno Domini), importance, significance, legacy, impact, effects, reason, change, continuity, this suggests..., may be, perhaps, could be, first hand evidence, second hand evidence, infer, historian, extent of change, my conclusion is that..., consequences, primary source, secondary source, this source suggests that..., this source doesn't show that... , eye witness, reliable, unreliable. | Anachronism, chronological order, era/period, C.E (the Common Era), A.D (Anno Domini), importance, significance, legacy, impact, effects, reason, change, continuity, this suggests..., may be, perhaps, could be, first hand evidence, second hand evidence, infer, historian, extent of change, my conclusion is that..., consequences, primary source, secondary source, this source suggests that..., this source doesn't show that... , eye witness, reliable, unreliable. |
| Topic specific vocabulary | Bus, train, tram, plane, boat, steamship, wooden boat, Titanic, taxi, car, vehicle, transport, mode of transport, movement, travel, journey, docks, ports, industrial | Windrush generation, <i>Empire Windrush</i> , Caribbean, post war years, WWII, economy, rebuild, British Empire, island, carnival, Notting Hill, tropical, rainforest, landscape, beach, plantation, Atlantic slave trade | Romans, Anglos, Saxons, Jutes, Vikings, settlement, Lindisfarne, Bede, monastery, runes, Sutton Hoo, hoard, gold, discovery, British Museum, archaeology, archaeologist, long boat, burial mound | Viking, Lindisfarne, Bede, monastery, early Christianity, long boat, Thor, Frey, Odin Loki, Valhalla, feast, banquet, warrior, pagan, raid, exile, pillage, kingdom, wergild (payment system used to settle disputes between families) Danegeld ('paying the Danes') | Islamic art, geometric patterns, fall of Baghdad, Mongol, invasion, sacked, calligraphy, astronomy, mathematics, Yaqut al-Musta'simi, terrorism, Taliban, Malala, caliph, Silk Road, Al-Zahrawi (medical author) Al Tasrif (his medical book), scholar, dynasty, zero, water systems, drainage. | Dick Turpin, highwayman, Bow Street Runners, Sir Robert Peel, Oscar Wilde, suffragettes, Emilie Pankhurst force feeding, hard labour, capital punishment, legacy, stocks, hung drawn and quartered, Robin Hood |
| Challenge: | <ul style="list-style-type: none"> Can I understand why some decisions were made in the past? | <ul style="list-style-type: none"> What was the British Empire and how did it affect the Caribbean? | <ul style="list-style-type: none"> Can I understand why some decisions were made in the past and why? | <ul style="list-style-type: none"> Can I explain how history might have been different if the Viking's hadn't invaded? | <ul style="list-style-type: none"> Can I explain different views on Baghdad and how they have changed over time, including to the modern era? | <ul style="list-style-type: none"> Can I explain how views on crime and punishment have changed over time and why? |