**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. |  |  |  |
| **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. |
| **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. | |
| **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. |  |
| **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. | |
| **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. | |  | |