

History Long Term Plan

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1/2 Cycle A					
	<p align="center"><u>Transport</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know the historical order of different forms of transport. ✓ To know and explain when different types of boats were required throughout British history. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know that Karl Benz was a ✓ German engineer who designed the first petrol powered car. ✓ To know that Amy Johnson was the first woman to fly solo from London to Australia. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To know and describe similarities and differences between various boats over time. ✓ To know and describe similarities and differences between types of bicycles over time. ✓ To describe the similarities and differences between types of road transport over time. ✓ To describe the similarities and differences between types of air transport over time. ✓ To describe similarities and differences between different modes of transport throughout history. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To know how to use historical sources to understand how transport has changed over time. <p>Enquiry</p> <ul style="list-style-type: none"> ✓ To ask and answer questions to understand how transport has changed over time. 	<p align="center"><u>Dinosaurs</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know generally when dinosaurs existed. ✓ To know that dinosaurs became extinct. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know that Peter Kaisen was a palaeontologist who was the first person to discover a velociraptor fossil. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To use knowledge gathered from ✓ historical sources to explain the features and characteristics of different dinosaurs. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To use books and images to understand what the earth was like when dinosaurs existed. ✓ To know that historical sources can be used to form ideas about dinosaurs. <p>Enquiry</p> <ul style="list-style-type: none"> ✓ To ask and answer questions to understand how dinosaurs lived on earth. 			
YEAR 1/2 Cycle B					

	<p>Great Fire of London</p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know generally when the Great Fire of London occurred. ✓ To know the order of events in the Great Fire of London. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know that Samuel Pepys recorded his experiences of the Great Fire of London in a diary. ✓ To know why Samuel Pepys was so important to the story of the Great Fire of London. ✓ To know the key events in the 	<p>Castles</p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know what a castle is. ✓ To know generally when a local castle was first built and that it has been owned by different people over time. ✓ To know how Conisbrough castle has changed over time. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know why Conisbrough Castle was important in their locality. ✓ Similarities and Differences 		<p>Victorian Children</p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know that the Victorian era came after the Great Fire of London. ✓ To know some features of Victorian life. ✓ To know that rich and poor people lived differently in the Victorian era. ✓ To know that working class children had jobs during the Victorian era. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know who Queen Victoria was. 	<p>Victorian Railways</p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know how their local railway station has changed over time. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know that George Stephenson designed a steam engine called The Rocket. ✓ To know that Nigel Gresley designed a famous train called The Mallard, that was built in Doncaster. ✓ To know why Victorians travelled to the seaside.
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	<p>Great Fire of London.</p> <ul style="list-style-type: none"> ✓ To know how people reacted during The Great Fire of London. ✓ To know and describe some of the changes that happened because of the Great Fire of London. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To ask and answer questions using a range of historical sources, to understand how the Great Fire of London started. <p>To understand why one source is more useful than another.</p> <ul style="list-style-type: none"> ✓ To ask and answer questions using a range of historical sources, to understand how the Great Fire of London started. <p>Enquiry</p> <ul style="list-style-type: none"> ✓ To ask and answer questions using a range of historical sources, to understand how the Great Fire of London started. 	<ul style="list-style-type: none"> ✓ To use knowledge of defence features to compare similarities and differences between castles. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To use historical sources to gain knowledge about changes to castles over time. ✓ To use historical sources to understand the defence features of Conisbrough Castle. ✓ To gain knowledge from historical sources to justify which castle had the best defence and why. ✓ To understand why one source is more useful than another. ✓ To use historical sources and first hand experiences to understand how Conisbrough Castle has changed over time. <p>Enquiry</p> <ul style="list-style-type: none"> ✓ To use knowledge from historical sources to ask and answer question about changes to castles over time. 	✓	<ul style="list-style-type: none"> ✓ To know that that Thomas Barnardo introduced free schools for all children. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To know and describe some similarities and differences between Victorian and modern-day domestic jobs. ✓ To know and describe some similarities and differences between Victorian schools and modern-day schools. ✓ To know and describe some similarities and differences between Victorian and modern-day playtimes. ✓ To know and describe some similarities and differences between Victorian and modern-day life. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To compare pictures or photograph sources to gain knowledge of the Victorians. ✓ To understand why one source is more useful than another. <p>Enquiry</p> <ul style="list-style-type: none"> ✓ To use knowledge gained from stories and historical sources to ask questions about the Victorians. 	<ul style="list-style-type: none"> ✓ To know how steam railways changed peoples' lives in the Victorian era. ✓ To understand why steam railways were important to their local area. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To know what the key features of a train and railway are. ✓ To know the differences and similarities between Victorian trains and modern trains. ✓ To know the differences and similarities between the uses of Victorian trains and modern trains. ✓ To know that life in a Victorian city was different to life in a Victorian seaside place. ✓ To know the differences and similarities between Victorian and modern-day seaside leisure activities.
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YEAR 3/4 Cycle A

<p><u>Stone Age, Bronze Age and Iron Age</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know what BC and AD mean. ✓ To know the chronological order of the periods of British history previously studied. ✓ To know where the Stone Age, Bronze Age and Iron Age are placed chronologically in British history. after the dinosaurs. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know the ways of life of people in Britain in the Stone Age, Bronze Age and Iron Age. ✓ To know that Stone Age people were hunters and gatherers, and that they used stone tools for everyday tasks. ✓ To know that the Bronze Age people developed new tools and technologies that changed the way of life. ✓ To know that Iron Age people developed new tools and technologies that changed their way of life. ✓ To know that people changed from living in caves to living in early settlements during the Stone Age era. ✓ To know that William Watt discovered a Stone Age settlement called Skara Brae. ✓ To know that Iron Age people lived in roundhouses. ✓ To know that Stonehenge is a Stone Age/Bronze Age landmark. ✓ To know how the settlements and technology of the Stone Age, Bronze Age and Iron Age have influenced our modern day lives. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To know the similarities and differences between the Stone Age and Bronze Age way of life. 	<p><u>Victorian Mines</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know the dates of the Victorian era and locate it on a timeline. ✓ To know when coal mining became a main industry and locate it on a timeline. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know the importance of coal mining in supporting the revolutionary changes in British industry. ✓ To know that the industrial revolution was a period of major change in industry, technology and science where goods were made in factories. ✓ To know some of the roles children carried out in coal mines during the Industrial Revolution. ✓ To know that dangerous conditions and safety conditions affected the coal mining industry. ✓ To know that coal miners have gone on strike in the past to protest dangerous working conditions. 		<p><u>Ancient Egyptians</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To use knowledge of the chronological order of the periods of history previously studied to place the Ancient Egyptian civilisation on a timeline. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know what the role of an archaeologist is. ✓ To know that Howard Carter was an archaeologist who discovered a tomb in Egypt. ✓ To know that Ancient Egyptian farmers used the River Nile differently throughout the year. ✓ To know how the inventions of Ancient Egyptian have influenced our modern day lives. ✓ To know how the Ancient Egyptians constructed pyramids. ✓ To know that the Ancient Egyptians used a process called mummification to preserve pharaohs for the afterlife. ✓ To know how the culture and technology of the Ancient Egyptians still influence modern day life. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To know the similarities and differences between farming in Ancient Egypt and in Stone Age, Bronze Age and Iron Age Britain. ✓ To know the similarities and differences between the tools used in Ancient Egypt and in Stone Age, Bronze Age and Iron Age Britain. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To know that our knowledge of the past is constructed from different sources. ✓ To know that historians can interpret historical sources in different ways and that some sources can be more reliable than others.
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- ✓ To know the similarities and differences between the Stone Age and Iron Age way of life.
- ✓ To know the similarities and differences between Stone Age and Iron Age settlements.
- ✓ To know the similarities and differences in farming technologies between the Bronze Age and Iron Age.

Historical Sources

- ✓ To use historical sources to understand how Stone Age people might have lived at Skara Brae.
- ✓ To understand how our knowledge of the past is constructed from different sources and explain ways in which they differ.

Enquiry

- ✓ To use knowledge of the Stone Age and Iron Age to devise historically valid questions about the causes of change in settlements.
- ✓ To use knowledge gained from historical sources to ask and answer questions about the original purpose and uses of Stonehenge.

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- ✓ To know that Lord Anthony Ashley introduced the Mines and Colliery Act in 1842 to improve safety conditions in the mines.
- ✓ To know about mining accidents in their local area.
- ✓ To know that Parkin Jeffcott tried to rescue miners in the Oaks Colliery disaster.
- ✓ To know that Sir Humphry Davy invented the Davy lamp to improve safety in the coal mines.
- ✓ To know how safety improved in the coalmining industry over time.

Similarities and Differences

- ✓ To know the similarities and differences between the fuels used before and during the industrial revolution and to know how this compares to modern day.

Historical Sources

- ✓ To know that our knowledge of the past is constructed from different sources.
- ✓ To know that a photograph can be a more reliable historical source than a drawing/painting.
- ✓ To know how and why different sources can give varied viewpoints of the past.

Enquiry

- ✓ To gain knowledge about what it was like to work in a coal mine by questioning a local ex miner.
- ✓ To gain knowledge of the coal mining industry by asking and answering questions using different historical sources.
- ✓ To understand the impact of changes in the coalmining industry by devising historically valid questions.

- ✓ To use historical sources to understand why the Ancient Egyptians built the pyramids.
 - ✓ To know that we can gain knowledge of the Ancient Egyptians by interpreting the many buildings and artefacts that remain today.
- Enquiry**
- ✓ To use historical knowledge to ask and answer questions.

<p><u>Vikings and Anglo-Saxons</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know that the Anglo-Saxons came before the Vikings but after the Stone Age, Bronze Age and Iron Age. ✓ To know where to place the Anglo-Saxon and Viking era on a timeline using BC and AD. ✓ To know when the Anglo-Saxons and Vikings impacted on their local area and to locate this on a timeline. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know that that the Scots, Anglo-Saxons and Vikings invaded Britain. ✓ To know that many British place names have their origin in Anglo-Saxon language. ✓ To know that Edith Pretty enabled the Sutton Hoo excavation. 		<p><u>Ancient Greece</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know that the Ancient Greek era came after the Ancient Egyptian era on our history timeline. ✓ To know where to place the Ancient Greek era on a timeline using BC and AD. ✓ To use knowledge of how the Olympics has changed over time from the Ancient Greek era to the modern day to identify key 	<p><u>Mayans</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know that the Mayans and Ancient Egyptians were both Ancient Civilisations and to know how they relate to one another on a timeline. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know that John Lloyd Stephens was an archaeologist who was the first to document Mayan ruins and that Frederick Catherwood drew and depicted the site. 	
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<ul style="list-style-type: none"> ✓ To know that Vikings travelled on different types of longships depending on the reason for their journey and their destination. ✓ To know the reasons for the Viking invasion of Lindisfarne which was the first Viking raid on Britain. ✓ To understand the impact of the Viking raid of Lindisfarne on Britain and locations globally. ✓ To know that many British place names have their origin in Viking language. ✓ To know how the Anglo-Saxons and Vikings have impacted on their local area. ✓ To know that Alfred the Great was an Anglo-Saxon king and to understand the importance of some of his main achievements. ✓ To understand the legacy of the Viking era on Britain. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To know similarities and differences between the Anglo-Saxon and Iron Age settlements and house construction. ✓ To know the similarities and differences between the belief systems of the Anglo-Saxons and Vikings. ✓ To know similarities and differences between the Anglo-Saxon and the Vikings to evaluate whether they are fairly represented in history. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To know how the Anglo-Saxons/Vikings lived using a range of historical sources including first-hand and second-hand experiences. ✓ To know the difference between a primary and secondary historical source. ✓ To know how the Anglo-Saxons lived using a range of historical sources from the Sutton Hoo excavation. ✓ To gain knowledge of Alfred the Great and his achievements by interpreting a range of historical resources. <p>Enquiry</p> <ul style="list-style-type: none"> ✓ To use knowledge of Viking place names to locate possible Viking settlements in their local area. 		<ul style="list-style-type: none"> ✓ events on a timeline. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To understand the Ancient Greek idea of democracy and how this impacts on the modern world. ✓ To know that the Ancient Greeks first introduced the Olympics. ✓ To know that Homer was the first Greek poet who recounted the events of the Trojan Horse and provided us with information about Ancient Greek life. ✓ To know that some historians have interpreted the Battle of Troy as a myth. ✓ To understand the legacy of the Ancient Greek era on modern life. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To know some general similarities and differences between the Ancient Greeks and the previous eras studied. ✓ To understand the similarities and differences between daily life in Athens and Sparta in Ancient Greece. ✓ To know similarities and differences between the Ancient Greek Olympics and modern-day Olympics. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To know that most of our knowledge of Ancient Greek life comes from Greek pottery which can be identified as both primary and secondary sources. 	<ul style="list-style-type: none"> ✓ To know the key features and purpose of Mayan pyramids. ✓ To know that the Mayans were Pagans who worshipped many deities, who each represented different aspects of life. ✓ To know the key features of Mayan farming techniques. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To know the similarities and differences between the features and purpose of Mayan pyramids and Ancient Egyptian pyramids. ✓ To know similarities and differences between the beliefs of the Mayans and The Vikings. ✓ To know the similarities and differences between farming in the Mayans and Ancient Egyptian Civilisations. ✓ To know the similarities and differences between the social, cultural and religious aspects of Mayan life compared to the other Ancient Civilisation studied. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To know similarities and difference between the Mayan and Ancient Egyptian Civilisations by interpreting a range of historical sources. ✓ To gain knowledge of why the Mayans traded using evidence from historical sources. <p>Enquiry</p> <ul style="list-style-type: none"> ✓ To know how to use a range of sources to develop historically valid questions. 	
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		<ul style="list-style-type: none"> ✓ To understand how our knowledge of the past is constructed from different sources and explain ways in which they differ. ✓ To know that historians can interpret historical sources in different ways and that some sources can be more useful than others. ✓ To know that historians can interpret historical sources in different ways and that some sources give us different versions of the same event. <p>Enquiry</p> <ul style="list-style-type: none"> ✓ To use historical knowledge to ask ✓ and answer questions. 		
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YEAR 5/6 Cycle A

<p><u>Romans</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know when Ancient Rome and ✓ Roman Britain occurred in History 				<p><u>Democracy Through the Ages</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know the chronological order of how democracy developed in Britain. <p>Significant People and Events</p>
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<ul style="list-style-type: none"> ✓ and to locate these on a timeline using BC and AD. ✓ To know how Ancient Rome and Roman Britain cross-over on a timeline with other eras and ancient civilisations already studied. ✓ To know the chronology of the events of the first Roman attempts to invade Britain by Julius Caesar and his army. ✓ To know the chronology of the events of Claudius' invasion of Britain in AD43 and why he was successful. ✓ To know when the Roman Empire came to an end in Britain. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know how the Roman Republic and Roman Empire are different. To understand how the city of Rome developed into the Roman Republic and expanded to become the Roman Empire. ✓ To know why the Roman army 				<ul style="list-style-type: none"> ✓ To know what democracy means in modern times. ✓ To know how the British Parliament impacts on democracy in modern times. ✓ To know that Egbert was the first English king. ✓ To know that William introduced a feudal system to Britain. ✓ To know the meaning of corruption. ✓ To know that Henry 8th changed the religion in Britain so that he could get divorced. ✓ To know that Guy Fawkes was a Catholic who planned to carry out the Gunpowder plot. ✓ To know the reasons why the Catholics decided to carry out the Gunpowder plot. ✓ To know that a civil war is a war between people in the same country. ✓ To understand the different viewpoints between the Cavaliers and Roundheads. ✓ To know the key events of the English Civil War. ✓ To know how Cromwell's power and the execution of Charles I impacted upon democracy. ✓ To know that the Suffragettes were influential in women having the right to vote in the UK and how this impacts on modern society. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To know the similarities and differences between democracy in Egbert's rule compared to modern times. ✓ To know the similarities and differences between how William and Egbert ruled Britain. ✓ To know similarities and differences between the leadership of Emmeline Pankhurst and Guy Fawkes.
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- ✓ were so successful and why this helped the expansion of the Roman empire.
- ✓ To know why Julius Caesar's invasions of Britain were unsuccessful.
- ✓ To use knowledge of life in Britain before the Roman invasion and knowledge of the Roman army to understand why Claudius was able to defeat the Celts.
- ✓ To know that Boudicca was the leader of the Iceni tribe who revolted against the Romans. To know the key events of Boudicca's revolt against the Roman invasion.
- ✓ To know how the Roman invasion impacted upon Iron Age Britain through the building of and expansion of larger self-sufficient settlements.
- ✓ To know how the Roman construction of roads improved transportation, trade, communication and defence in Britain.
- ✓ To know how the Romans improved sanitation and health in Britain.
- ✓ To understand the legacy of the Romans and know which aspects have had the greatest impact on modern day Britain.

Historical Sources

- ✓ To gain knowledge from historical sources to decide whether Henry VIII was a good ruler.
- ✓ To know that some historical sources may be biased and unreliable.
- ✓ To know that historians can interpret historical sources in different ways and that some sources give us different versions of the same event.
- ✓ To know how to support a given viewpoint by selecting evidence from different historical sources.

Enquiry

- ✓ To use knowledge to answer a historical question, justifying their viewpoint with evidence.
- ✓ To know how to select key information from historical sources to follow a line of enquiry.
- ✓ To use their knowledge of factual democratic events to support their viewpoint in a debate.

Similarities and Differences

- ✓ To know similarities and differences between the Roman and Viking invasions.

Historical Sources

- ✓ To gain knowledge from historical sources and use existing knowledge to identify when the Ancient Roman and Roman
- ✓ Britain eras may have occurred.
- ✓ To know that some historical sources may be biased and unreliable.
- ✓ To know that some historical sources may be biased and unreliable and select the most useful sources to support their viewpoints.

Enquiry

- ✓ To ask and answer historically valid questions about the significance of the Roman invasion, applying knowledge of Viking invasions.

YEAR 5/6 Cycle B

<p><u>Tudors and Stuarts</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know the changes in British monarchy beyond 1066 and place these in chronological order on a timeline. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know changes that Tudor and Stuart monarchs made in their reign. ✓ To understand how Tudor and Stuart monarchs shaped religious practices in Britain. ✓ To know how and why Lady Jane Grey became the first Queen of England. ✓ To know that religious conflict resulted in a division in Ireland. ✓ To understand how British monarchs have reacted and dealt with conflict since the Tudor era. ✓ To understand how monarchs and other significant leaders have changed Britain over time. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To understand why some historical sources may be biased and unreliable. ✓ To ask and answer historically valid questions using independently selected sources. <p>Enquiry</p>		<p><u>WWII and the Battle of Britain</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know the chronology of key conflicts in history. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know that Adolf Hitler was the leader of the Nazi party in Germany and to understand his role in World War II. ✓ To understand why many German people were pro-war. ✓ To know that Neville Chamberlain was a British Prime Minister and to understand his role in trying to prevent World War II. ✓ To know which countries were axis and allies during World War II. ✓ To know the significant events in the Battle of Britain including German's initial advantage. ✓ To know how Germany were defeated at the Battle of Britain. ✓ To understand how advances in technology since World War II have impacted modern Britain. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To understand similarities and differences between types of conflict and their impact on British and world history. ✓ To understand the similarities and differences between the German home front and UK home front. ✓ To know similarities and differences between conflict during World War II and modern Britain. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To use knowledge of past events to interpret historical sources and make informed judgements about their validity. ✓ To understand motives and reasons for events during WWII using a range of sources to answer historically valid questions. ✓ To ask and answer historically valid questions using independently selected sources. <p>Enquiry</p> <ul style="list-style-type: none"> ✓ To know and describe social, cultural and ethnic diversity in countries at war with Britain and use this to reflect on current global disputes. ✓ To understand motives and reasons for events during WWII using a range of sources to answer historically valid questions. 	
<ul style="list-style-type: none"> ✓ To use their knowledge of historical events to support and justify their viewpoints in a debate. ✓ To ask and answer historically valid questions using independently selected sources. 		<ul style="list-style-type: none"> ✓ To ask and answer historically valid questions using independently selected sources. 	