



Long Term Plan: History

Key stage 2

Pupils should develop a chronologically secure knowledge and understanding of British, local and world history whilst developing the skills and knowledge needed to be a historian. Pupils will learn through an enquiry process, through real and relevant experiences, using a range of sources and activities. Pupils should note connections, contrasts and trends over time and develop their use of historical language and vocabulary. Pupils should become confident when asking and answering questions linked to change, cause, similarity, difference and significance. In order to ensure progression, enquiries should be taught in chronological order and skills should be revisited and built on each year.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman empire and its impact on Britain
- Ancient Egypt
- Settlements and local history study
- Victorians
- Non-European society – Mayans
- Ancient Greeks

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 3	Topic/ No of lessons	Stone Age to Iron Age (6 enquiry lessons) ‘The hunters and the hunted’ Focus: knowledge of chronology and causation		The Romans (6 enquiry lessons) ‘Why did the Romans march through Britain?’ Focus: knowledge of chronology and causation
	Key vocabulary	Stone Age, Iron Age, Bronze Age, Stonehenge, tools, weapons, archaeologist, ancestors, chronology, Neolithic.		Invaders, settlers, Britain, Roman Empire, settlement, invasions, travel, growth, army, conquest, Boudica, Celts, Romans, Hadrian’s wall, Caesar, commanders, landmarks, roads, soldier, artefacts, century.
	Key knowledge and skills	Historical knowledge: pupils will understand the chronology of historical periods using BC and AD. Explain/analyse concepts: pupils will recognise similarities and differences between periods of history Use of sources: use sources of evidence for historical enquiry in order to gain a more accurate understanding of history. Interpretations/representations of the past: To understand the importance of the Iron Age in history and also how the iron age changed aspects of history for ourselves.		Historical knowledge: to understand the chronology of history using BC and AD and to be able to place the Romans on a timeline of UK history. Explain/analyse concepts: pupils will understand why the Roman invasion happened (causes) and the consequences this had on others. Use of sources: pupils will use sources to allow them to form their own opinion e.g. images of the invasion from different viewpoints, letters and artefacts. Interpretations/representations of the past: pupils will be able to recall and talk about things that the Romans left behind which are still used in modern Britain.

	Working as a Historian	As a historian, children will need the following skills: <ul style="list-style-type: none"> • An inquiring mind. • Interested in human behaviour, society and politics. • Interested in the lessons of the past. • A thorough approach to research and problem-solving. • Good written communication skills. • Fact recall. 		As a historian, children will need the following skills: <ul style="list-style-type: none"> • An inquiring mind. • Interested in human behaviour, society and politics. • Interested in the lessons of the past. • A thorough approach to research and problem-solving. • Good written communication skills. • Fact recall.
	Pre and post assessment	APJS Pre and Post Assessments Topic flashback sheet to be used at the start and at the end of the unit. Progress can be monitored.		Topic flashback sheet to be used at the start and at the end of the unit. Progress can be monitored.
	Links with other subjects	Art – Stone age cave paintings P4C		Art – Roman mosaics P4C
	Possible resources/websites	Retrieval activities, BBC bitesize, school resources, artefacts, visits and visitors.		Retrieval practise activities, BBC bitesize, school resources, artefacts, visits and visitors.

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 4	Topic/ No of lessons	Ancient Egypt (6 enquiry lessons) ‘Why are there pyramids in Ancient Egypt?’ Focus: Using visual and written sources, causation and enquiry skills.		Settlements and local history study (7 enquiry lessons) ‘How has Annfield Plain changed?’ Focus: using visual and written sources

	Key vocabulary	Egypt, world map, atlas, river Nile, pyramids, Egyptians, artefacts, burial sites, tombs, life, death, Pharaoh, Tutankhamun, Howard Carter, afterlife, legacy, hieroglyphics, civilizations		Human and physical features, regions, North-East, United Kingdom, OS map, symbols, population, map, land use, local area, settlement, functions, primary source, secondary source, fieldwork, changes, observe, leisure, residential, agricultural, commercial, industry, environment, past, present, predictions
	Key knowledge and skills	<p>Historical knowledge: pupils will understand the chronology of historical periods using BC and AD, locations of the earliest civilizations, the chronology of key developments during this time period.</p> <p>Explain/analyse concepts: causation and significance</p> <p>Use of sources: use of photographs and artefacts, inference observations, differentiating between primary and secondary sources.</p> <p>Interpretations/representations of the past: pupils will be able to talk about major developments during this time period through use of sources and artefacts. Children should be aware of artist representations and points of view which could be inaccurate.</p>		<p>Historical knowledge: chronology, to know key features of the local area (local historic environment) from the past, to develop knowledge of significant individuals or buildings</p> <p>Explain/analyse key concepts: to be aware of similarities and differences over time, to record and notice changes over time.</p> <p>Use of sources: to use maps, photographs, artefacts and the use of visits/visitors.</p> <p>Interpretations/representations of the past: pupils will be able to discuss and explain changes within the local area. Pupils should be able to use this to make comparisons with other areas (cross curricular).</p>

	Working as a Historian	As a historian, children will need the following skills: <ul style="list-style-type: none"> • An inquiring mind. • Interested in human behaviour, society and politics. • Interested in the lessons of the past. • A thorough approach to research and problem-solving. • Good written communication skills. • Fact recall. 		As a historian, children will need the following skills: <ul style="list-style-type: none"> • An inquiring mind. • Interested in human behaviour, society and politics. • Interested in the lessons of the past. • A thorough approach to research and problem-solving. • Good written communication skills. • Fact recall.
	Pre and post assessment	APJS Pre and Post Assessments Topic flashback sheet to be used at the start and at the end of the unit. Progress can be monitored.		Topic flashback sheet to be used at the start and at the end of the unit. Progress can be monitored.
	Links with other subjects	Art – Egyptian masks P4C		Geography – local area study P4C
	Possible resources/websites	APJS retrieval activities, BBC bitesize, school resources, artefacts, visits and visitors.		Retrieval practise activities, BBC bitesize, school resources, artefacts, visits and visitors.

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
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Year 5	Topic/ No of lessons	<p>Victorians (6 enquiry lessons)</p> <p>‘What was it like for children living in Victorian Britain?’</p> <p>Focus: skills of enquiry by asking questions, supporting ideas by communicating effectively</p>		<p>Non-European society – Mayans (6 enquiry lessons)</p> <p>‘Who was making history in faraway places?’</p> <p>Focus: skills of enquiry by asking questions, supporting ideas by communicating effectively</p>
	Key vocabulary	Industry, invention, revolution, compulsory, crime, punishment, government, workhouse, laws, Queen Victoria, schooling, education act, machinery, rich, poor, living conditions, rural, urban, jobs, factory, town.		Mayans, civilization, ancient, artefacts, challenges, lost city, evidence, archaeology, Maya, South America, lifestyle, culture, modern Maya
	Key knowledge and skills	<p>Historical knowledge: to understand the chronology of the Victorian Era in relation to other periods of history, chronology of key periods during this time e.g. laws/changes.</p> <p>Explain/analyse concepts: pupils will be aware of changes and be able to explain why they happened. Such changes can they be compared to modern life.</p> <p>Use of sources: use of primary and secondary sources, photographs and artefacts. Visits/visitors</p> <p>Interpretations/representations of the past: pupils will be able to talk about major developments during this time period through use of sources and artefacts. They should also be able to identify changes during Victorian times.</p>		<p>Historical knowledge: pupils will understand the chronology of historical periods using BC and AD, locations of the earliest civilizations, the chronology of key developments during this time period.</p> <p>Explain/analyse concepts: to be aware of changes and developments during this time period. To be able to compare similarities and differences with other Ancient civilizations.</p> <p>Use of sources: use of primary and secondary sources, photographs/videos</p> <p>Interpretations/representations of the past: pupils will investigate Mayan civilization and be able to give reasons on why Mayan people disappeared and left things behind.</p>

	Working as a Historian	As a historian, children will need the following skills: <ul style="list-style-type: none"> • An inquiring mind. • Interested in human behaviour, society and politics. • Interested in the lessons of the past. • A thorough approach to research and problem-solving. • Good written communication skills. • Fact recall. 		As a historian, children will need the following skills: <ul style="list-style-type: none"> • An inquiring mind. • Interested in human behaviour, society and politics. • Interested in the lessons of the past. • A thorough approach to research and problem-solving. • Good written communication skills. • Fact recall.
	Pre and post assessment	APJS Pre and Post Assessments Topic flashback sheet to be used at the start and at the end of the unit. Progress can be monitored.		Topic flashback sheet to be used at the start and at the end of the unit. Progress can be monitored.
	Links with other subjects	Art - Victorian silhouettes P4C		P4C
	Possible resources/websites	APJS retrieval activities, BBC bitesize, school resources, artefacts, visits and visitors.		Retrieval practise activities, BBC bitesize, school resources, artefacts, visits and visitors.

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 6	Topic/ No of lessons	Ancient Greeks (6 enquiry lessons) ‘Why were the Ancient Greeks so significant?’ Focus: chronology, significance and interpretation		

	Key vocabulary	Europe, empire, invasion, trade, Mediterranean, citizen, democracy, archaeology, evidence		
	Key knowledge and skills	<p>Historical knowledge: pupils will understand the chronology of historical periods using BC and AD, locations of the earliest civilizations, the chronology of key developments during this time period.</p> <p>Explain/analyse concepts: to be aware of changes and developments during this time period. To be able to compare similarities and differences with other Ancient civilizations.</p> <p>Use of sources: use of primary and secondary sources, photographs and artefacts</p> <p>Interpretations/representations of the past: pupils will be able to recall and talk about things that the Greeks left behind which are still used in modern Britain.</p>		
	Working as a Historian	<p>As a historian, children will need the following skills:</p> <ul style="list-style-type: none"> • An inquiring mind. • Interested in human behaviour, society and politics. • Interested in the lessons of the past. • A thorough approach to research and problem-solving. • Good written communication skills. • Fact recall. 		
	Pre and post assessment	APJS Pre and Post Assessments		

		Topic flashback sheet to be used at the start and at the end of the unit. Progress can be monitored.		
	Links with other subjects	P4C		
	Possible resources/websites	APJS retrieval activities, BBC bitesize, school resources, artefacts, visits and visitors.		