



History Long Term Plan 2019-2020

EYFS

<u>EYFS</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
		What happened to the dinosaurs? How long ago did dinosaurs roam the earth? The gunpowder plot (bonfire night)	Look at the uniform/vehicles/resources and jobs of the people who help us. How have they changed over time?	Look at the titanic - why did it sink? (link to science)		

Key Vocabulary: EYFS

Key history vocabulary: Continually revisit previously taught words.	Specific vocabulary for content: Continually revisit previously taught words.	Historical skills vocabulary: Continually revisit previously taught words.	Other general words for this age group: Continually revisit previously taught words.
A long time ago same/different change people lives history artefact	past/now modern old new	Uses senses-touch, see, smell, hear discuss questioning finding out	order compare

Non-negotiable key skills that must be used, from the National Curriculum

Progression of skills:

Linked to: Understanding the World

EYFS	Skills-	Historical Chronology	Historical Concepts	Historical Interpretation	Historical Enquiry	Historical Communication
Emerging knowledge, skills and concepts	EYFS: Understanding the World:	<p>I am beginning to develop chronological understanding.</p> <p>I know the difference between long ago and now.</p> <p>I can compare modern and old objects.</p> <p>I can put 2 objects or events in order.</p> <p>I know my life is different from the lives of people in the past.</p> <p>I begin to show understanding of time.</p>	<p>I have begun to understand how things change over time.</p> <p>I am beginning to understand the passage of time.</p> <p>I can recall some simple facts.</p> <p>I can put events or objects in order.</p> <p>I can give one cause of an event.</p>	<p>I can look at or touch objects from the past and comment on its appearance.</p> <p>I can tell the past is different from today.</p> <p>I can look at the differences between 'long ago' and 'now'.</p> <p>I may be able to give you my own view on why something happened in the past or how I know.</p>	<p>I show an interest in the past.</p> <p>I begin to ask questions about artefacts, suggesting what they might be used for.</p> <p>I begin to make accurate comparisons between modern and old objects.</p> <p>I can find answers to simple questions from a picture or writing.</p>	<p>I show an awareness of the past.</p> <p>I show an interest in the past.</p> <p>I am beginning to use the correct words, such as 'yesterday', 'past' etc</p> <p>I can tell you about the past in one way e.g orally using common words and phrases relating to the passing of time or drawing.</p>

Non-negotiable key skills that must be used, from the National Curriculum

Key Vocabulary: KS1

Key history vocabulary: Continually revisit previously taught words.	Specific vocabulary for content: Continually revisit previously taught words.	Historical skills vocabulary: Continually revisit previously taught words.	Other general words for this age group: Continually revisit previously taught words.
history significant timeline order compare similar/different fact/opinion artefact event source evidence changes invention question cause consequences reason connections century/decade living memory different periods of time	1. Changes within living memory: change in national life parents/grandparents great grandparents lifetimes way of life home life, transport, materials, leisure 2.Events beyond living memory: significant nationally globally commemorate festivals anniversaries remembrance key features of events parliament monarchy 3. Significant individuals: contribution national international achievements aspects of life monarch reign coronation explorer inventor 4. Significant historical events, people and places in own locality: local impact museum buildings	observation sequence contrast research using sources ability to build a timeline research using different resources questioning discussion compare and contrast making connections making conclusions	modern past/present/future memory information similarity difference lives memorial monument Vocabulary linked to the local area: Burtonwood airbase army base USA air force WW11

Non-negotiable key skills that must be used, from the National Curriculum

Year 1

<u>Year 1</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Skill Progression</p> <p>Chronology: Sequence events or objects in chronological order</p> <p>Historical knowledge: begin to describe similarities and differences in artefacts</p> <p>drama-why people did thing in the past</p> <p>Use a range of sources to find out characteristic features of the past.</p> <p>Historical interpretations: Begin to identify different ways to represent the past.</p> <p>Historical enquiry: Sort artefacts</p>	<p>Investigation into the life of:</p> <p>Captain Edward J Smith (Captain of Titanic) (Events beyond living memory)</p> <p>(The lives of significant individual's in Britain's past who have contributed to the nations achievements)</p>			<p>What has changed since my Grandparents were young? (1960's)</p> <p>Related texts: Dogger, Granpa</p> <p>(Changes within living memory)</p> <p>Looking at the local area, schools and education, toys, recreational activities and technology - what was it like in the past compared to now?</p> <p>Interviews with Grandparent's -first hand knowledge and secondary resources - photographs etc.</p>		<p>What Was Here before Our School? Make links to 'Why Warrington' pack</p> <p>Local Area Study - Local historical event: (Changes within living memory)</p> <p>Link with Burtonwood Museum and investigate the life of the school grounds during WW2 - links with RAF and American Army.</p> <p>What Was Walton Gardens Like in The Past? How has it changed?</p> <p>Local historical person:</p> <p>May Westwell- A teacher at Evelyn Street who joined WW1 in its last year www.stbarnabasceprimary.co.uk/page/may-westwell/46204</p>

Non-negotiable key skills that must be used, from the National Curriculum

<p>'then' and 'now'. To ask and answer questions related to different sources and objects.</p> <p><u>Organisation and communication:</u> Timelines Drawing Drama Role play Writing-reports, labelling, recount ICT</p>						
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Non-negotiable key skills that must be used, from the National Curriculum

Year 2

<u>Year 2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Skill Progression</p> <p><u>Chronology:</u> Sequence artefacts closer together in time. Sequence events. Sequence photos from different periods of their life. Describe memories from key events in their lives.</p> <p><u>Historical knowledge:</u> Find out about people and events in other times. Artefacts-confidently describe similarities and differences. Drama-develop empathy and understanding (hot seating, S+L)</p> <p><u>Historical interpretations:</u> Compare pictures of people or events in the past. Be able to identify different ways to represent the past.</p> <p><u>Historical enquiry:</u></p>			<p>Why were Christopher Columbus and Neil Armstrong brave people?</p> <p>The lives of significant individuals in the past who have contributed to our national and international achievements.</p>	<p>What was life like when the Queen came to the throne?</p> <p>The lives of significant individuals in the past who have contributed to our national and international achievements.</p> <p>Changes within living memory.</p>	<p>The Great Fire of London (Samuel Pepys)</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past.</p>	

Non-negotiable key skills that must be used, from the National Curriculum

<p>Use a source-who, why, what, who, when -ask questions and find answers.</p> <p>Sequence a collection of artefacts.</p> <p>Use of timelines.</p> <p>Discuss the effectiveness of sources.</p> <p>Organisation and communication: Class display/museum Annotated photographs ICT</p>						
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Non-negotiable key skills that must be used, from the National Curriculum

Key Vocabulary: Lower Key Stage 2

Key history vocabulary: Continually revisit previously taught words.	Specific vocabulary for content: Continually revisit previously taught words.	Historical skills vocabulary: Continually revisit previously taught words.	Other general words for this age group: Continually revisit previously taught words.
<p>As above plus...</p> <p>chronological millenium century/decade BC/BCE AD/CE era time period similarities/differences prehistoric evidence primary/secondary sources ancient modern archaeology archaeologist contrasts trends over time influence significant impact</p> <p>Vocabulary linked to the local area: Queen Victoria Victorian workhouse library electricity water supply</p>	<p>1. Changes from the Stone Age to Iron Age: Britain temporary/permanent palaeolithic hunter-gatherers mesolithic neolithic early famers/farming deforestation Skara Brae Bronze Age Stonehenge Iron Age hill forts tribal kingdoms</p> <p>2. Achievements of the earliest civilizations: civilizations irrigation Ancient Sumer Indus Valley Ancient Egypt mummification pyramid Shang Dynasty of Ancient China</p> <p>3. Ancient Greece: western world democracy philosophy olympic games Athens Parthenon Acropolis</p> <p>4. Roman Empire and impact on Britain: Julius Caesar</p>	<p>As above plus...</p> <p>interpretation facts/opinion evidence chronology constructing a timeline ordering artefacts research enquiry comparison reliability continuity significance discussion argument reasoning frame historically-valid draw contrasts, analyse trends</p>	<p>As above plus...</p> <p>achievements process of change landscape settlements empire diversity societies slave citizen dynasties relationship identity challenges influence reveal technology climate travel road system trade art and culture overview connections regional national international constructed architecture religion worship sacrifice beliefs temples</p>

Non-negotiable key skills that must be used, from the National Curriculum

	Claudius invasion conquest resistance Boudica Romanisation Hypocaust viaduct/aqueduct gladiator coliseum amphitheatre Hadrian's wall		senate inventions peace power conquer laws justice medicine leisure baths theatre myths legends education prosperity wealth
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Non-negotiable key skills that must be used, from the National Curriculum

Year 3

<u>Year 3</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Skill Progression</p> <p>Chronology: Place the time studied on a timeline. Sequence events or artefacts. Use dates related to the passing of time.</p> <p>Historical knowledge: Find out about everyday lives about people in time studied compare with our life today.</p> <p>Identify reasons for and results of peoples actions, understand why people may have had to do something.</p> <p>Study change through the lives of significant individuals.</p> <p>Historical interpretations:</p> <p>Identify and give reasons for different ways in which the past</p>	<p>Local History Study - Victorian Warrington</p> <p>How did the Victorian Period help to shape the Warrington we know today?</p> <p>Local Study of a period that shaped locality - Greenals Brewery, education, library (Warrington first national library), work houses, poor map, fashion, inventions and Christmas.</p> <p>Make links to 'Why Warrington' pack</p>	<p>Ancient Greece</p> <p>A study of Greek life and achievements and their influence on the western world.</p> <p>Make links to 'Why Warrington' pack</p>			<p>Who first lived in Britain ?- Stone Age to iron Age? (Linked texts: Stone Age Boy)</p> <p>Changes in Britain from the stone age to the iron age</p> <p>Settlers Hunter Gatherers Early Farming Bronze age: religion, technology and travel- Stonehenge Iron Age: tribal kingdoms, farming, art and culture</p> <p>(Make links to Warrington-See 'Why Warrington' pack)</p>	

Non-negotiable key skills that must be used, from the National Curriculum

<p>is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Look at representations of the period-museums, cartoons etc</p> <p><u>Historical enquiry:</u></p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details- artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library-e-learning for research.</p> <p>Ask and answer questions.</p> <p><u>Organisation and communication:</u></p> <p>Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations.</p>						
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Non-negotiable key skills that must be used, from the National Curriculum

Non-negotiable key skills that must be used, from the National Curriculum

Year 4

<p><u>Year 4</u> <u>Skill Progression</u></p>	<p><u>Autumn 1</u></p>	<p><u>Autumn 2</u></p>	<p><u>Spring 1</u></p>	<p><u>Spring 2</u></p>	<p><u>Summer 1</u></p>	<p><u>Summer 2</u></p>
<p><u>Chronology:</u> Place events from period studied on a timeline. Use terms related to the period and begin to date events. Understand more complex terms e.g BCE/AD</p> <p><u>Historical knowledge:</u> Use evidence to reconstruct time in life studied. Identify key features and events. Look for links and effects in time studied. Offer a reasonable explanation for some events. Develop a broad understanding of ancient civilizations.</p> <p><u>Historical Interpretations:</u> Look at evidence</p>	<p>Why were the Romans so powerful and what did we learn from them? Linking to Chester.</p> <p>The Roman Empire and its impact on Britain.</p> <p>Make links to 'Why Warrington' pack-The impact of the Romans</p>				<p>Why were the Norman Castles certainly not bouncy? Beeston Castle, Cheshire.</p> <p>Study of an aspect of British history - beyond 1066</p>	<p>What was Warrington like 100 years ago?</p> <p>Make links to 'Why Warrington' pack</p> <p>Study of an aspect of British history - beyond 1066 Local history study</p>

Non-negotiable key skills that must be used, from the National Curriculum

<p>available. Begin to evaluate the usefulness of different sources. Use of text books and historical knowledge.</p> <p><u>Historical Enquiry:</u> Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of time in life past. Ask a variety of questions. Use the library, e-learning for research.</p> <p><u>Organisation and Communication:</u> Select data and organise it into a data file to answer historical questions. Know the period in which the study is set. Display findings in a variety of ways. Work independently and in groups.</p>					
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Non-negotiable key skills that must be used, from the National Curriculum

Key Vocabulary: Upper Key Stage 2

Key history vocabulary: Continually revisit previously taught words.	Specific vocabulary for content: Continually revisit previously taught words.	Historical skills vocabulary: Continually revisit previously taught words.	Other general words for this age group: Continually revisit previously taught words.
<p>As above plus....</p> <p>cause and effect propaganda bias society empire point of view objectivity subjectivity consequences legacy modern British values laws</p> <p>Vocabulary linked to the local area:</p>	<p>1. Britain's settlement by Anglo-Saxons and Scots dark ages Christian conversion Canterbury, Iona and Lindisfarne Sutton Hoo</p> <p>2. Viking and Anglo Saxon struggle for the kingdom of England: raids resistance Danegeld Alfred the Great Althelstan Edward the Confessor</p> <p>3. A non-European society that provides contrasts with British history c. AD 900 advanced civilizations Early Islamic Civilization: Baghdad Islam Prophet Muhammad Muslim mosque caliphs Golden Age astrolabes Mayan Civilization: Mesoamerica Codex Chichen Itza</p> <p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 long arc of time legacy</p>	<p>As above plus...</p> <p>deduction inference organising information chronology comparison observation discussion research reflection interpretation questioning- historically valid, perceptive questions investigate forming conclusions making links historical perspective judgement</p>	<p>As above plus...</p> <p>invasions expansion kingdoms settlements village life peasantry hierarchy laws and justice withdrawal contexts cultural economic military political religious social history; short and long term timescales civilization gender period/era achievements influence scholars dynasties symbolic renowned conquer civilization comparison calendar astronomy observatory wisdom</p>

Non-negotiable key skills that must be used, from the National Curriculum

	turning point Vocabulary linked to the local area:		community impact merchants archaeologists complexity successful leader contrasting arguments and interpretations
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Non-negotiable key skills that must be used, from the National Curriculum

Year 5

<u>Year 5</u> Skill Progression	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Chronology: Place current study on a timeline in relation to other studies. Know and sequence key events of time studied. Use relevant terms and period labels. Relate current studies to previous studies. Make comparisons between different times in history.</p> <p>Historical Knowledge: Study different aspects of life of different people - differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late times studied. Compare an aspect of life with the same aspect in another period. Study and ancient civilization in detail</p>			<p>Ancient Egypt</p> <p>Aspect of British history beyond 1066 The achievements of the earliest civilizations.</p>	<p>How did WW2 impact Warrington and Llandudno?</p> <p>Aspect of British history beyond 1066</p> <p>Local History Study- Link to 'Why Warrington' pack</p>	<p>Were the Anglo Saxons and the Vikings really smashing?</p> <p>Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <p>Make links to 'Why Warrington' pack-Britain's settlement by Anglo-Saxons, Scots and Vikings</p>	

Non-negotiable key skills that must be used, from the National Curriculum

<p><u>Historical Interpretations:</u> Compare accounts of events from different sources. Fact/fiction. Offer some reasons for different versions of events.</p> <p><u>Historical Enquiry:</u> Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied. Select relevant sections of information. Confident learning of library, e-learning, research.</p> <p><u>Organisation and Communication:</u> Fit events into a display sorted by theme time. Use appropriate terms, matching dates to people and events. Record and communicate knowledge in different forms. Work independently and in groups showing initiative.</p>					
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Non-negotiable key skills that must be used, from the National Curriculum

Non-negotiable key skills that must be used, from the National Curriculum

Year 6

<p><u>Year 6</u> <u>Skill Progression</u></p>	<p><u>Autumn 1</u></p>	<p><u>Autumn 2</u></p>	<p><u>Spring 1</u></p>	<p><u>Spring 2</u></p>	<p><u>Summer 1</u></p>	<p><u>Summer 2</u></p>
<p><u>Chronology:</u> Place current study on timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline.</p> <p><u>Historical Knowledge:</u> Find about beliefs, behaviour and characteristics of people, recognises that not everyone shares the same views and feelings. Compare beliefs and behaviour with another period studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation and know key dates, characters and events of time studied. Compare and contrast ancient civilizations.</p>		<p>How were the victims of the Holocaust supported by Britain after the war? The impact on Warrington?</p> <p>A study of great Britain beyond 1066 Local history study</p> <p>Make links to 'Why Warrington' pack</p>		<p>Early Islamic Civilization-Mayan civilization</p> <p>A Non European Society that provides contrast with British history.</p>		

Non-negotiable key skills that must be used, from the National Curriculum

<p><u>Historical Interpretations:</u> Link sources and work out how conclusions were arrived at. Consider the ways of checking the accuracy of interpretations- fact/fiction/opinion. Be aware that different evidence will lead to different conclusions. Confident use of the library and e-learning.</p> <p><u>Historical Enquiry:</u> Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathering from several sources together in a fluent account.</p> <p><u>Organisation and Communication:</u> Select aspect of study to make a display. Use a variety of ways to communicate knowledge and understanding, including extended</p>					
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Non-negotiable key skills that must be used, from the National Curriculum

writing. Plan and carry out individual investigations.					
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