

LONG TERM PLAN HISTORY St Peter's Catholic Primary School

History Sequencing

KS1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2 The children will develop an understanding of key historical periods over time. They will develop a sense of chronology, be able to recall knowledge from key historical periods and develop, with increasing sophistication, historical skills over the course of KS2.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand chronology	Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Recount changes that have occurred in their own lives.		Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events.		Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.	
Build an overview of world history	<p><u>The Great Fire of London</u> Which country is London the capital city of? Use a map to show how quickly and how far the fire spread. Describe what is meant by the word 'congested'. Describe what is meant by the word 'flammable'. What material did King Charles II order the city to be rebuilt in? Which architect drew the plans to rebuild St Paul's Cathedral? <i>(Intentional/Prophetic)</i></p> <p><u>Changes within living memory</u> <u>All about me!</u></p>	<p><u>Christopher Columbus</u> Explain why Columbus is such a significant person in history; Compare how long it took to travel to the Americas then with the amount of time it takes to travel today; Explain the term 'colonised'; Explain why the Americas became known as the 'New World' to Europeans; Explain how Europeans built settlements in the Americas; Summarise the impact of settlements on Native American people; <i>(Eloquent/Truthful)</i></p>	<p><u>The Roman Empire</u> Describe what is meant by the word 'territory'. Where did Hadrian build a wall? Why? Who led the Iceni tribe against the Romans? What was the name of the emperor who successfully invaded Britain? Describe what is meant by the word 'preservation'. Why is this important? Describe what is meant by the word 'constitution'. When did Christianity become the official religion of the Roman Empire? Who were Romulus and Remus?</p>	<p><u>Ancient Egypt</u> Suggest reasons why the pyramids were built on such a scale. Compare and contrast Ancient Egyptian burials with those of the Stone Age and the Bronze Age; Provide an overview of the pyramids at Giza; Organise information about famous Egyptian rulers. Compare and contrast daily life for pharaohs and ordinary people. Explain the Egyptian social pyramid. <u>British History: The First World war</u></p>	<p><u>The Tudors</u> Present information about the 3 Tudor monarchs. Compare & contrast their reigns; Study the Protestant Reformation; Q.What is meant by 'The Civil war'?; find out about significant Tudor rebellions Explain how the Tudors became the ruling family of England & wales; Q. How did daily lives change during Tudor rule? Q.Which cultures from history was Henry VII inspired by? Q.Why was Walter Raleigh executed?</p>	<p><u>The Ancient Greeks</u> Study how Ancient Greece was made up of city-states; the differences & conflicts between them (Athens/Sparta); the battles & wars that took place; the influence on our lives (Olympic Games, Democracy, English language, architecture, art & culture); the structure of society; pastimes; religious beliefs; the many myths & legends; <i>(Learned/Wise)</i></p> <p>Explain the characteristic features of Greek architecture;</p>

	<p>Gather information about national events: The Royal family, Royal weddings, Royal babies, Prime Ministers, Sports</p> <p>How have birthday celebrations changed?</p> <p>When and where was Queen Elizabeth born?</p> <p>Which Queen started many of the traditions that Queen Elizabeth follows? <i>(Grateful/Generous)</i></p> <p><u>Changes within living memory- toys</u></p> <p>How have toys changed? What were they made from?</p> <p><u>A local history study Lytham Club Day (short topic)</u></p> <p>How has Lytham Club Day changed?</p> <p>Why do we have LCD?</p> <p>When did it start?</p> <p>What is involved? <i>(Curious/Active)</i></p>	<p><u>Neil Armstrong</u></p> <p>Explain why the landing site was called Tranquility Base;</p> <p>Organise information about the Moon;</p> <p>Identify on a map the two nations trying to send a man to the Moon in the 1960s;</p> <p>Why was flying to the Moon considered a breakthrough event?</p> <p>Why were astronauts so famous in America in the 1960s? <i>(Faith-filled/Hopeful)</i></p> <p><u>The Seaside then & now</u></p> <p>Why did people come to the seaside in the past?</p> <p>Who were these people? How did they travel there?</p> <p>What activities did they take part in?</p> <p>Compare & contrast a holiday at the seaside in the past and one today; <i>(Attentive/Discerning)</i></p> <p><u>A local history study Lytham</u></p> <p>Which buildings are significant and why?</p> <p>Find out information about these buildings- When? Why? Who for? Changed? <i>(Curious/Active)</i></p>	<p>What was the language of Ancient Rome?</p> <p>Describe what is meant by the word 'prosperous' <i>(Learned/Wise)</i></p> <p><u>Changes in Britain from the Stone Age to Iron Age</u></p> <p><u>Stone Age</u></p> <p>Describe how people found food during the Stone Age.</p> <ul style="list-style-type: none"> • What is the name for people who have to move around to find food? • When did the climate become warmer during this period? • When did Stone Age humans start to use bows and arrows? • List the foods Stone Age humans ate. <p>Describe what is meant by the word 'communal'.</p> <ul style="list-style-type: none"> • Name a Stone Age settlement. • Describe what is meant by the word 'nomadic'. • When did settlements become more permanent during the Stone Age? • Describe what is meant by the word 'migration' <p><u>Iron Age</u></p> <p>What was significant about the Iron Age?</p> <ul style="list-style-type: none"> • Name the tribes who settled in Britain in this era. • Label a timeline with important Iron Age dates. • Describe a roundhouse. <p>Describe what is meant by the word 'surplus'.</p> <ul style="list-style-type: none"> • Why is it significant that Iron Age communities 	<p>Investigate the allies of Great Britain; Investigate the allies of Germany.</p> <p>Explain how the First World War started.</p> <p>Using a map, identify the British Empire & important trade routes during this period;</p> <p>Suggest how the war changed the way in which nations behaved towards each other.</p> <p>Compare and contrast the First World War with another conflict you know about.</p> <p>Explain how the women who stayed at home helped with the war effort; Present evidence that women got the vote because of events that took place during the First World War</p> <p>Why did people think the war would be over quickly?</p> <p>Explain the legacy of the First World War for British society;</p> <p>Investigate trench warfare;</p> <p>Compare and contrast the League of Nations with the United Nations;</p> <p>Q. True or false? The First World War had a significant impact on British society. Justify your answer</p>	<p><i>(Eloquent/Truthful)</i> <i>(Attentive/Discerning)</i></p> <p><u>The Maya</u></p> <p>Give an overview of the characteristic features of a Maya city;</p> <p>Explain what city-states are; how were they able to expand</p> <p>Compare & contrast Maya culture with Anglo-Saxon/Viking culture</p> <p>Organise information about Maya ceremonies <i>(Intentional/Prophetic)</i></p> <p><u>The Viking & Anglo-Saxons</u></p> <p>Suggest reasons why the Anglo-Saxons united their kingdoms into the Kingdom of England;</p> <p>Identify the main characteristics of Anglo-Saxon Britain;</p> <p>Explain what happened after the Roman army left Britain;</p> <p>Explain the Anglo-Saxon heroic code; why was it important?</p> <p>Explain what makes the Vikings so significant in British history;</p> <p>Explain how Viking beliefs were different from Christian beliefs;</p> <p>Compare & contrast a raid & a conquest;</p> <p>Q. why were Vikings such good traders?</p> <p>Organise information about Viking Longboats: how did</p>	<p>Compare & contrast the Parthenon in Athens with the Pantheon in Rome <i>(Grateful/Generous)</i></p> <p><u>The History of the Seaside & the effect of the Industrial Revolution</u></p> <p>Study the characteristics of the seaside in the past (pre steam trains) and the present;</p> <p>Compare & contrast the seaside in the past and present;</p> <p>Explain the changes the industrial revolution brought to the seaside towns;</p> <p>Compare & contrast different opinions on the development of steam trains;</p> <p>What impact did the Industrial Revolution have on social organisation? <i>(Curious/Active)</i></p>
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<p>Communicate historically</p> <p>Vocabulary</p>	<p>Use words and phrases such as:</p> <ul style="list-style-type: none"> a long time ago recently when my parents/carers were children years, decades and centuries to describe the passing of time. <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> nation and a nation's history civilisation monarchy parliament democracy war and peace. 	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> dates time period era change chronology. <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> dates time period era chronology continuity change century decade legacy. <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas</p>			
<p>Investigate and interpret the past</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Identify some of the different ways the past has been represented.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><i>(Learned/Wise)</i></p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>			

