

# History Long Term Plan (Year A)

	<b>Autumn</b> Our World	<b>Spring</b> Space	<b>Summer</b> Lakes and Dales
KS1	<b>Deep in the woods</b>  <b>Where did the first Teddy Bear come from?</b>  <i>To investigate and interpret the past by looking a different toys</i>  <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>	<b>Up, up and away!</b>  <b>Who was Neil Armstrong?</b>  <i>To build an overview of world history by looking at the first space landing.</i>  <ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did</li> </ul>	<b>Paws, claws and whiskers</b>  <b>How has farming changed through the ages?</b>  <i>To understand chronology by looking at how farming has changed</i>  <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>
LKS2	<b>Tropics</b>  <b>Why were the Mayans significant?</b> A non- European society that contrasts with British history  <i>To investigate and interpret the past by looking at Mayan glyphs and other artefacts to find out about the past.</i>	<b>Space Race</b>  <b>What was the Space Race?</b> A chronological study  <i>To build an overview of world history by looking at the space race.</i>  <ul style="list-style-type: none"> <li>• Suggest suitable sources of evidence for historical enquiries.</li> </ul>	<b>Prehistoric Cumbria</b>  <b>How did Britain change from the Stone Age to the Iron Age?</b> Changes in Britain from the Stone Age to the Iron Age.  <i>To understand chronology by looking at how Britain changed from the Stone Age to the Iron Age.</i>

- Use appropriate historical vocabulary to communicate, including:
  - dates
  - time period
  - era
  - change
  - chronology.

<ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul>
<p>UKS2</p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Polar</b></p> <p><b>Who were the great explorers?</b> A chronological study of world exploration</p> <p><i>To understand chronology by looking at the history of explorers and understand the impact of these explorations.</i></p> <ul style="list-style-type: none"> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>	<p style="text-align: center;"><b>20<sup>th</sup> Century</b></p> <p><b>How did British culture change in the 20<sup>th</sup> Century?</b> A chronological study of changes in British culture</p> <p><i>To understand chronology by looking at the history of culture in Britain during the last century and understand the impact of these cultural changes.</i></p> <ul style="list-style-type: none"> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> <li>• Identify continuity and change in the history of the locality of the school.</li> </ul>	<p style="text-align: center;"><b>World War 2</b></p> <p><b>What was the impact of the Second World War on the Lake District?</b> A local history study</p> <p><i>To build an overview of world history and the understand the impact of the Second World War on our local area.</i></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> </ul>

<ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> </ul>	<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
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