

History Long Term Plan (Year B)

	Autumn Our Amazing Bodies	Spring Great Structures of the World	Summer Journeys
KS1	Digging for Treasure	Crackers and Construction	Stories around the world
	<p>Who is Mary Anning?</p> <p><i>To build an overview of world history by looking at when the dinosaurs lived and Mary Anning's discoveries.</i></p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace</p>	<p>What was it like at the Great Fire of London?</p> <p>To investigate and interpret the past by looking at Samuel Pepys Diary and other artefacts to find out about the past.</p> <p>To communicate historically about the past and understand how the monarchy and parliament influenced change.</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.</p>	<p>Who was Grace Darling?</p> <p>To understand chronology by looking at safety features from light houses to satellite technologies.</p> <p>To build an overview of world history by looking at the bravery of Grace Darling and how water safety has changed</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace</p>

<p>LKS2</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p style="text-align: center;">Going for Goals</p> <p>How did the Ancient Greeks change the world? Ancient Greece – a study of Greek life and achievements and their impact on the world.</p> <p><i>To build an overview of world history and explore links between early civilisations and understand how the achievements of the Ancient Greeks continue to influence our lives today.</i></p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<p style="text-align: center;">Rome wasn't built in a day</p> <p>Who were the Romans and what did they do for us? The Roman Empire and its Impact on Britain.</p> <p><i>To build an overview of world history and an understanding of the impact and extent of the Roman Empire. To investigate and interpret the past by learning about Hadrians Wall/ Birdoswald and using other artefacts to find out about the past.</i></p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Understand the concept of change over time, representing this, along with evidence, on a time line. 	<p style="text-align: center;">Invaders</p> <p>What was the relationship between Anglo-Saxons and Vikings like? Britain's settlement by Anglo Saxons and Scots. The Viking and Anglo Saxon struggle for the Kingdom of England.</p> <p><i>To build an overview of world history and an understanding of the Anglos-Saxon and Viking invasion of Britain. To investigate and interpret the past by learning about the findings at Sutton Hoo and using other artefacts to find out about the past.</i></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest causes and consequences of some of the main events and changes in history. • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line.

<p>UKS2</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology <ul style="list-style-type: none"> • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present 	<p style="text-align: center;">Blood, Boils and Bile</p> <p>How did the Victorians treat illnesses and ailments? A study of a theme in British history.</p> <p><i>To understand chronology by looking at how medical treatment has evolved in Britain and understand the impact of modern medical discoveries on everyday life in Britain.</i></p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. 	<p style="text-align: center;">Ancient Egyptians</p> <p>Who were the Ancient Egyptians? Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.</p> <p><i>To build an overview of world history by looking in depth at an early civilization and investigate and interpret the past by looking at Tutankhamun's tomb and other artefacts to find out about the past.</i></p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p style="text-align: center;">Transport and Trade</p> <p>How has transport changed in Britain through the ages? A study of a theme in British history.</p> <p><i>To understand chronology by looking at how transport has evolved from 1066 to the present day and understand the impact of major engineering feats on everyday life in Britain.</i></p> <ul style="list-style-type: none"> • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • 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,

<p>information and ideas.</p> <ul style="list-style-type: none">• Use dates and terms accurately in describing events.			<p>representing them, along with evidence, on a time line.</p>
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