

History Long Term Plan (Year A)

	Autumn Our World	Spring Space	Summer Lakes and Dales
KS1	Deep in the woods	Up, up and away!	Paws, claws and whiskers
	<p>How do our favourite toys and games compare with those of children in the 1800s?</p> <p><i>To investigate and interpret the past by looking at different toys from the Victorian era, link to local history</i></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><i>NC links-</i></p> <ul style="list-style-type: none"> • <i>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</i> 	<p>What does it take to be a great explorer?</p> <p><i>To build an overview of world history by looking at Neil Armstrong and the first space landing.</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><i>NC links-</i></p> <ul style="list-style-type: none"> • <i>changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life</i> • <i>events beyond living memory that are significant nationally or globally</i> • <i>the lives of significant individuals in the past who have contributed to national and international achievements.</i> 	<p>How has farming changed through the ages?</p> <p><i>To understand chronology by looking at how farming has changed</i></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><i>NC links-</i></p> <ul style="list-style-type: none"> • <i>changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life</i> • <i>events beyond living memory that are significant nationally or globally</i>

	<ul style="list-style-type: none"> • <i>the lives of significant individuals in the past who have contributed to national and international achievements</i> • <i>significant historical events, people and places in their own locality.</i> <p><i>Culture and pastimes, Society, Artefacts</i></p>	<p><i>Location, Travel and exploration, Main events</i></p>	<p><i>Settlements, Food and farming, Location</i></p>
LKS2	Tropics	Space Race	Prehistoric Cumbria
<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>Why did the ancient Maya change the way they lived? A non- European society that contrasts with British history</p> <p><i>To investigate and interpret the past by looking at Mayan glyphs and other artefacts to find out about the past.</i></p> <ul style="list-style-type: none"> • Compare some of the times studied with those of 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><i>Beliefs, Culture and pastimes, artefacts</i></p>	<p>How has transport changed since the Stone Age? A chronological study, local link to Lakeland Motor Museum/Windermere Jetty Museum</p> <p><i>To build an overview of world history by looking at transport over the years</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. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events. 	<p>How do artefacts help us understand the lives of people in Britain from the Stone Age to the Iron Age? Changes in Britain from the Stone Age to the Iron Age.</p> <p><i>To understand chronology by looking at how Britain changed from the Stone Age to the Iron Age.</i></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • 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.

		<p><i>Travel and exploration, Main events, Artefacts</i></p>	<ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. <p><i>Settlements, Food and farming, Society</i></p>
<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 • 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 information and ideas. 	<p>Polar</p> <p>Who were the great explorers? 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"> • 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). <p><i>Location, Travel and exploration, Main events</i></p>	<p>20th Century</p> <p>How did British culture change in the 20th Century? A chronological study of leisure and entertainment 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"> • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Identify continuity and change in the history of the locality of the school. • Compare some of the times studied with those of the other areas of interest around the world. • 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. 	<p>World War 2</p> <p>What was the impact of the Second World War on the Lake District? <i>A local history study</i></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"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Identify continuity and change in the history of the locality of the school. • Describe the social, ethnic, cultural or religious diversity of past society.

<ul style="list-style-type: none"> • Use dates and terms accurately in describing events. 		<ul style="list-style-type: none"> • 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><i>Culture and pastimes, Society, Main events</i></p>	<ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p><i>Food and farming, Conflict, Society</i></p>
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