

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 was Mary Seacole and Florence Nightingale?</p> <p><i>To build an overview of world history by looking at the achievements of Mary Seacole and Florence Nightingale.</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><i>NC links-</i></p> <ul style="list-style-type: none"> • <i>the lives of significant individuals in the past who have contributed to national and international achievements</i> 	<p>What did we learn from 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><i>NC links-</i></p> <ul style="list-style-type: none"> • <i>events beyond living memory that are significant nationally or globally</i> 	<p>How have lifeboats changed since the 1800s?</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>

	<i>Location, Main events, Society</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> <p><i>Location, Main events, Society, Artefacts</i></p>	<p>NC links-</p> <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>Location, Main events, Travel and exploration, Society</i></p>
LKS2	Going for Gold	Rome wasn't built in a day	Invaders
<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 	<p>Who were the best athletes, the Spartans or Athenians? Ancient Greece – a study of Greek life, food, fitness and differences between Athens and Sparta.</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. 	<p>How did the arrival of the Romans change Britain? 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/ Vindolanda 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. 	<p>What did the Vikings want and how did Alfred help to stop them getting it? 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.

<p>skills to a good standard in order to communicate information about the past.</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. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p><i>Culture and pastimes, Main events, Food and farming, Conflict</i></p>	<ul style="list-style-type: none"> • 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><i>Settlements, Beliefs, Culture and pastimes, Society</i></p>	<ul style="list-style-type: none"> • 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><i>Main events, Travel and exploration, Conflict, 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 <ul style="list-style-type: none"> • continuity • change • century 	<p>Blood, Boils and Bile</p> <p>How has medicine changed over time? 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. 	<p>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. 	<p>Transport and Trade</p> <p>What was the industrial revolution? A local study of a theme in British history, a local study- Farfield Mill, L.S. Lowry.</p> <p><i>To understand chronology by looking at the industrial revolution (wool, cotton) and understanding 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.

<ul style="list-style-type: none"> • 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. • Use dates and terms accurately in describing events. 	<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. • 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><i>Food and farming, Location, Society, Beliefs</i></p>	<ul style="list-style-type: none"> • 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><i>Beliefs, Culture and pastimes, Location</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. • 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 time line. <p><i>Location, Main events, Food and farming</i></p>
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