

Long Term Plan History Nursery (Overview of Objectives)

Year Group	Autumn Term	Spring Term	Summer Term
Nursery	<p style="text-align: center;">I can tell you how I have changed since I was a baby</p> <p>Understanding the World</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 	<p style="text-align: center;">I can tell you how I have changed since I joined Baldwins Gate Primary School</p> <p>Understanding the World</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 	<p style="text-align: center;">I can tell you about the different generations in my family</p> <p>Understanding the World</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
<p><u>Vocabulary</u> Now; then; forwards; backwards; similarity; time; story, men, women, children, people; photographs; history; historian; human; image; Source; past; time; present.</p>			

Long Term Plan History Reception (Overview of Objectives)

Year Group	Autumn Term	Spring Term	Summer Term
Reception	<p style="text-align: center;">I can tell you about my birthday and my life so far.</p> <p>Understanding the World</p> <ul style="list-style-type: none"> Compare on images of familiar situations in the past. <p style="text-align: center;"><u>ELG</u></p> <p>Understanding the World</p> <p style="text-align: center;">Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their role in society. Know some similarities and differences between things in the past and now, drawing on their experiences. 	<p style="text-align: center;">I can tell you about important people from the past</p> <p>Must Cover: Neil Armstrong</p> <p>Charles Darwin (Local link) David Attenborough</p> <p>Malala Yousafzai Greta Thunberg</p> <p>Understanding the world</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. <p style="text-align: center;"><u>ELG</u></p> <p>Understanding the World</p> <p style="text-align: center;">Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p style="text-align: center;">I can tell you what life was like for older people in my family when they were children</p> <p>Understanding the world</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. <p style="text-align: center;"><u>ELG</u></p> <p>Understanding the World</p> <p style="text-align: center;">Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Vocabulary

Now; then; forwards; backwards; similarity; difference; time; story, men, women, children, people; photographs; history; historian; human; image; Source; British; generations; equality, memory; past; time; present; artefact; world; discover; handle; photographs; Britain

Long Term Plan History Year 1 (Overview of Objectives)

	Autumn	Spring	Summer
Year 1	<p style="text-align: center;">I can tell you about significant inventors</p> <ul style="list-style-type: none"> • To understand where the people and events they study about fit into the chronological framework. • To identify similarities and differences between ways of life in different periods. • To ask questions about events which are relevant and develop their understanding. • To answer questions about events by selecting specific parts of stories/sources to show their understanding. • To understand some of the ways in which we find out about the past. • To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • To learn about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aero plane flight or events commemorated through festivals or anniversaries]. • To learn about the lives of significant individuals in the past 	<p style="text-align: center;">I can talk about the impact of The Great Fire of London and compare it to The Great Fire of Nantwich</p> <ul style="list-style-type: none"> • To understand where the people and events they study about fit into the chronological framework. • To identify similarities and differences between ways of life in different periods. • To ask questions about events which are relevant and develop their understanding. • To answer questions about events by selecting specific parts of stories/sources to show their understanding. • To understand some of the ways in which we find out about the past. • To identify different ways in which the past is represented • To learn about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aero plane flight or events commemorated through festivals or anniversaries]. 	<p style="text-align: center;">I can tell you how seaside holidays have changed</p> <ul style="list-style-type: none"> • To understand where the people and events they study about fit into the chronological framework. • To identify similarities and differences between ways of life in different periods. • To understand some of the ways in which we find out about the past. • To identify different ways in which the past is represented • To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p>Key Questions to consider when planning</p> <p>How do seaside holidays today compare to those in the 1960s and Victorian times? Do children know how to compare and contrast seaside holidays in the 1960's and Victorian times with those of today, identifying and describing similarities (continuity) and difference they observe (change)? Do pupils understand which parts of the year key holidays take place? Can pupils identify features associated with seaside holidays in the past and present? Can pupils distinguish between holidays in the more recent and more distant past? Can pupils sort information into categories that distinguish the present from the past?</p>

who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

- To learn about significant events, people and places in their own locality.

Key Questions to consider when planning

What does it take to be a great inventor?
Do children know the chronological order in which key inventors lived?
Do children know the main motives of the inventors?
Can you describe what they achieved?
Do children know what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this affected aspects of life since then?
Do children know how to recognise, describe and explain how they can use Wi-Fi-enabled toys and games safely and securely?
Do children know about the impact of technology?

Speculating

What do I know about this person? Why did this happen?

Describing

What can you see?

Explaining

Why did this happen?

Predicting

How was the artefact used?

Responding

How would it have felt to be there?

Vocabulary

inventor, historian, decade, century, millennium, World Wide Web (WWF), interactive, social networking, primary evidence.

- To learn about significant events, people and places in their own locality.

Key Questions to consider when planning

How did the Great Fire of Nantwich affect the people of Nantwich?
How did the Great Fire of London affect the people of Britain?
How can we find out about The Great Fire of London/Nantwich?
What was the impact of the Great Fire of London for all people in society?
Can you explain the context of Britain before and after the fire?
What was life like in 1666 and how were the lives of the rich and poor different in the city of London?
How did life change in Britain following The Great Fire of London?
Why was St Pauls's cathedral significant?
What does Charles II's actions during the fire tell us about his leadership?
Do children know the causes and effects of the Great Fire of London 1666?

Speculating

What do I know about this person? Why did this happen?

Describing

What can you see?

Explaining

Why did this happen?

Predicting

How was the artefact used?

Responding

How would it have felt to be there?

Vocabulary

Fire; street; city; king; diary; bakery; River Thames; ship, thatched roof; fire posts; gun powder; extinguish; rebuild; capital; cathedral; stone; plague; country; douse; monarchy; fire hook; architect.

Speculating

What do I know about this person? Why did this happen?

Describing

What can you see?

Explaining

Why did this happen?

Predicting

How was the artefact used?

Responding

How would it have felt to be there?

Vocabulary

historian, decade, century, millennium.

Cultural Capital

Recreate a British holiday/day out.

History Domains

- Chronology
- Advancement of Technology

Extension

Children describe, collate and compare and contrast the memories of adults who lived in the 1960s by gathering primary evidence from interviews (oral histories)?

	<p><u>Cultural Capital</u> Dragons Den – link to D/T</p> <p><u>History Domains</u></p> <ul style="list-style-type: none">• Chronology• Significant people from the past• Significant events from the past• Advancement of Technology <p><u>Extension</u> Research and presentation at home of inventor. Who is the greatest inventor?</p>	<p><u>Cultural Capital</u> Nantwich Museum</p> <p><u>History Domains</u></p> <ul style="list-style-type: none">• Chronology• Significant people from the past• Significant events from the past• Local study• Advancement of Technology <p><u>Extension</u> Visit Nantwich with family and take them on a tour. Posters comparing the Great Fire of London with The Great Fire of Nantwich.</p>	
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Long Term Plan History Year 2 (Overview of Objectives)

	Autumn	Spring	Summer
Year 2	<p style="text-align: center;">I can tell you about why we remember</p> <ul style="list-style-type: none"> • To understand where the people and events they study about fit into the chronological framework. • To identify similarities and differences between ways of life in different periods. • To ask questions about events which are relevant and develop their understanding. • To answer questions about events by selecting specific parts of stories/sources to show their understanding. • To understand some of the ways in which we find out about the past. • To identify different ways in which the past is represented • To learn about events beyond living memory that are significant nationally or globally. (Gunpowder plot, remembrance day and world war I) • To learn about significant events, people and places in their own locality. (Coronation train and local war memorials) <p>Must Cover: The Gunpowder Plot The Coronation Train (Local link) Remembrance Day World War I</p> <p>Key Questions to consider when planning</p> <p>The Gunpowder Plot Can the children give reasons why the Gunpowder Plot may have been a conspiracy?</p>	<p style="text-align: center;">I can tell you about The Battle of Hastings and where and why castles were built</p> <ul style="list-style-type: none"> • To understand where the people and events they study about fit into the chronological framework. • To identify similarities and differences between ways of life in different periods. • To ask questions about events which are relevant and develop their understanding. • To answer questions about events by selecting specific parts of stories/sources to show their understanding. • To understand some of the ways in which we find out about the past. • To identify different ways in which the past is represented • To learn about changes beyond living memory that are significant nationally or globally. • To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <p>Key Questions to consider when planning Do children know how to identify different ways in which the past is represented, such as Bayeux tapestry, paintings? Do the children know who the four contenders for the throne were in 1066? And what were the good and bad qualities of each contender? Why did William win? Can the children rank the reasons in order of importance?</p>	<p style="text-align: center;">I can tell you about the queens of England</p> <ul style="list-style-type: none"> • To understand where the people and events they study about fit into the chronological framework. • To identify similarities and differences between ways of life in different periods. • To ask questions about events which are relevant and develop their understanding. • To answer questions about events by selecting specific parts of stories/sources to show their understanding. • To understand some of the ways in which we find out about the past. • To identify different ways in which the past is represented • To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change to national life. • To learn about events beyond living memory that are significant nationally or globally. • To learn about the lives of significant individuals in the past who have contributed to national and international achievements. • To learn about significant events, people and places in their own locality. (Princess Margaret opening the school) <p>Must Cover: Queen Elizabeth I</p>

	<p>What event is remembered when we celebrate Bonfire Night? Why were the Catholics upset with James I? Do the children know that both Catholics and Puritans were upset with James? Do the children know what the Catholics hoped to achieve with the plot?</p> <p><u>World War I and Remembrance Day</u> Why do we wear poppies? Can the children explain why we have a remembrance service? What happens at a remembrance service? What was life like in the trenches? Do the children know when The First World war started and ended? Do children know the difference between primary and secondary historical evidence? Can the children explain what a war memorial is and who is remembered? Can the children identify a famous war memorial? And understand that there are different types?</p> <p><u>Speculating</u> What do I know about this person? Why did this happen?</p> <p><u>Describing</u> What can you see?</p> <p><u>Explaining</u> Why did this happen?</p> <p><u>Predicting</u> How was the artefact used?</p> <p><u>Responding</u> How would it have felt to be there?</p> <p><u>Vocabulary</u> Gunpowder Plot Treason; Catholic; Protestant; Protestantism; Puritan; Hanged, drawn and quartered</p> <p>World War I and Remembrance Day The Great War, Armistice, Ally, Trench, last post, Western Front, cenotaph, Thiepval, Menin Gate</p> <p><u>Cultural Capital?</u> Visit from parent – talk about family in the war. Local Area Walk to see Coronation Train plaque Apedale – trench Cannock chase – trench /WWI (outdoor education centre)</p>	<p>Who should be King? Can the children explain why Harold faced a dilemma after winning at Stamford Bridge? Should Harold have waited? Do the children understand the strengths and weaknesses of both sides before the Battle of Hastings?</p> <p><u>Speculating</u> What do I know about this person? Why did this happen?</p> <p><u>Describing</u> What can you see?</p> <p><u>Explaining</u> Why did this happen?</p> <p><u>Predicting</u> How was the artefact used?</p> <p><u>Responding</u> How would it have felt to be there?</p> <p><u>Vocabulary</u> Shield wall, portcullis, rampart, defend, fort, drawbridge, armour, knight, battlement</p> <p><u>Cultural Capital?</u> Stafford Castle/ Beeston Castle</p> <p style="text-align: center;"><u>History Domains</u></p> <ul style="list-style-type: none"> • Chronology • Significant people from the past • Significant events from the past • Advancement of Technology • Wars and conflict <p><u>Extension</u> Visitor guide created for the castle visited.</p>	<p>Queen Victoria Queen Elizabeth II</p> <p><u>Key Questions to consider when planning</u> Do children know some of the ways in which historians divide up time such as BC and AD and decades and suggest reasons for doing this? Do children know how to compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date? Do children know how the impact of key individuals fit into a broad chronological framework? Do children know the difference between primary and secondary historical evidence? Do children know how to compare and contrast the trustworthiness of pieces of primary and secondary evidence? Do the children know why it is important that the monarch has children? Do the children recognize that the queen reigned for a long time? Can pupils identify problems faced during Elizabeth's reign?</p> <p><u>Speculating</u> What do I know about this person? Why did this happen?</p> <p><u>Describing</u> What can you see?</p> <p><u>Explaining</u> Why did this happen?</p> <p><u>Predicting</u> How was the artefact used?</p> <p><u>Responding</u> How would it have felt to be there?</p> <p><u>Vocabulary</u> Protestant; Catholic; Puritan; Enclosure; Hellburners; Privateer</p> <p><u>Cultural Capital?</u> Drama/role play Craft opportunities – making crowns and portraits. D/T links.</p> <p style="text-align: center;"><u>History Domains</u></p> <ul style="list-style-type: none"> • Chronology • Significant people from the past • Significant events from the past • Advancement of Technology • Wars and conflict <p><u>Extension</u></p>
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	<p style="text-align: center;"><u>History Domains</u></p> <ul style="list-style-type: none">• Chronology• Significant people from the past• Significant events from the past• Local study• Advancement of Technology• Wars and conflict <p>Extension To find the local war memorial and visit/find out more about it.</p>		Find out some events during the reigns of Elizabeth I, Victoria and Elizabeth II?
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Long Term Plan History Year 3 (Overview of Objectives)

Year Group	Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Year 3</p>	<p style="text-align: center;">I can tell you about changes in Britain through the Stone Age and Bronze Age</p> <p style="text-align: center;">I can tell you about changes in Britain from the Bronze Age to the Iron Age</p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> • To develop a chronologically secure knowledge of British, local and world history. • To address historically valid questions about change, cause, similarity, difference and significance. • To devise historically valid questions about change, cause, similarity, difference and significance. • To construct informed responses that involve selection and organization of relevant historical information. • To understand how knowledge of the past is constructed from a range of sources. • Changes in Britain from the Stone Age to the Iron Age. <p><u>Key Questions to consider when planning</u></p> <p>Stone Age</p> <p>How did the lives of Britons change during the Stone Age? Do children know that the Stone Age is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze age? Do children know why the Stone Age came to an end about six thousand years ago?</p>		<p style="text-align: center;">I can tell you about the Roman occupation of Britain</p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> • To develop a chronologically secure knowledge of British, local and world history. • To address historically valid questions about change, cause, similarity, difference and significance. • To devise historically valid questions about change, cause, similarity, difference and significance. • To construct informed responses that involve selection and organization of relevant historical information. • To understand how knowledge of the past is constructed from a range of sources. • The Roman Empire and its impact on Britain. <p><u>Key Questions to consider when planning</u></p> <p>How did the arrival of the Romans change Britain? Do children know who Boudica was and why she fought the Romans when they invaded Britain at the end of the Iron Age? Do children know why Iron Age Britain began in BC and ended in AD? Do children know when Britain was invaded by the Romans? Do children know why Hadrian's Wall proved</p>

	<p>Do children know how to use multiple sources (fieldwork, primary and sources) effectively to explain change and reach informed conclusions?</p> <p>Do children know the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence)?</p> <p>Do children understand that archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age?</p> <p><u>Bronze Age</u></p> <p>Do children know what the secret of the standing stones is?</p> <p>Do children recognise that the likely use of a range of Bronze Age artefacts demonstrate progress in the way the people lived in Britain compared with the Stone Age?</p> <p>Do children know some of the similarities and differences in the way of life of Bronze Age Britons when compared with Stone age Britons?</p> <p>Do children know some of the way in which Bronze Age monuments are similar to significant monuments either in the local area and/or a monument of global importance?</p> <p>Do children know and understand that the process of smelting bronze from copper and tin heralded the end of the Stone Age in Britain?</p> <p><u>Iron Age</u></p> <p>How do artefacts help us to understand the lives of people in Iron Age Britain?</p> <p>Do children know that the Iron Age is the last period of prehistory in Britain?</p> <p>Do children know who Boudica was and why she fought the Romans when they invaded Britain at the end of the Iron Age?</p> <p>Do children know why Iron Age Britain began in BC and ended in AD?</p> <p>Do children know how artefacts help us understand the lives of people in Iron Age Britain?</p> <p>Do children know that the Iron Age is the last period of prehistory in Britain and a time of both great change and significant progress in society?</p>		<p>necessary for Emperor Hadrian to order its construction in AD 122?</p> <p>Do children know the difference between historical evidence and legends and folklore?</p> <p>Do children know the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built?</p> <p>What do we know about the Roman armies and their influence on the people of the time?</p> <p>Do children know what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain?</p> <p>How does this compare to the lives of the Picts?</p> <p>Do children know the similarities and differences between the armies of Boudica and the British Roman Governor Paulinus and predict the likely outcome of their battle and justify their decision?</p> <p>Do children know the motives for Emperor Claudius to invade and occupy Britain in AD 43?</p> <p>Do children know about Boudica's physical appearance from primary sources and can make a judgement about the causes and effects of her harsh treatment by the Romans?</p> <p><u>Speculating</u></p> <p>What do I know about this person? Why did this happen?</p> <p><u>Describing</u></p> <p>What can you see?</p> <p><u>Explaining</u></p> <p>Why did this happen?</p> <p><u>Predicting</u></p> <p>How was the artefact used?</p> <p><u>Responding</u></p> <p>How would it have felt to be there?</p> <p><u>Vocabulary</u></p> <p>Ruling class, bath house, unearthed, battlefield, army, central heating, gladiators, emperor, invasion, defied, testimonials, magistrate, condemned, nobleman, social class, tactics,</p>
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	<p>Do children know some of the common features of the archaeological remains of Iron Age hill forts found around Britain today?</p> <p><u>Speculating</u> What do I know about this person? Why did this happen?</p> <p><u>Describing</u> What can you see?</p> <p><u>Explaining</u> Why did this happen?</p> <p><u>Predicting</u> How was the artefact used?</p> <p><u>Responding</u> How would it have felt to be there?</p> <p><u>Vocabulary</u> Stone Age Proof, knowledge, mammoth, tusk, myth, crops, farming, Archaeologist, ritual, ceremonial, honoured, vegetation, excavation, agriculture, livestock, domesticated, nomadic, ochre, pigment, iron oxide, Palaeolithic, Mesolithic, Neolithic, spindle, extinct, flint, axe head, hunter-gatherers. Bronze Age Dagger, archer, afterlife, chamber, freedom, artefacts, advancement, social status, cremated, mourners, reputation, democracy, elite, smelting, carcass, armlet, scythe, chisel, round barrow, summer solstice, urn, boar, tusk. Iron Age Attack, offering, population, hill fort, roundhouses, palisades, surrender, social customs, archaeologist, metal detectorists, ceremony, artefacts, smelting, earthworks, rampart, fertile, siege,</p> <p><u>Cultural Capital</u> Stone Age Day</p> <p style="text-align: center;"><u>History Domains</u></p> <ul style="list-style-type: none"> • Chronology • Significant events from the past • Advancement of Technology 		<p>fortified, commander, looted, ransacked, primary evidence, pacify, Romanisation, interpretations, plebeians, senator, amphitheatre, barbarians, toga, tunic, chieftain, legionnaires, Celts, Picts.</p> <p><u>Cultural Capital</u> Chester – Grosvenor museum. (romantours.uk.com) Roman Army Day</p> <p style="text-align: center;"><u>History Domains</u></p> <ul style="list-style-type: none"> • Chronology • Significant people from the past • Significant events from the past • Advancement of Technology • Wars and conflict <p><u>Extension</u> To analyse different sources – can we trust everything we read?</p>
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Extension

To interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time?

Long Term Plan History Year 4 (Overview of Objectives)

<p>Year 4</p>	<p style="text-align: center; color: red;">I can tell you about the legacy of The Ancient Greeks</p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> • To develop a chronologically secure knowledge of British, local and world history. • To address historically valid questions about change, cause, similarity, difference and significance. • To devise historically valid questions about change, cause, similarity, difference and significance. • To construct informed responses that involve selection and organization of relevant historical information. • To understand how knowledge of the past is constructed from a range of sources. • Ancient Greece – a study of Greek life and achievements and their influence on the western world. <p><u>Key Questions to consider when planning</u></p> <p>The story of the Trojan horse: historical fact, legend or classical myth? Do children know when the Trojan War in Ancient Greece took place? Do children know the main events in the siege of the city of Troy during the Trojan War in Ancient Greece? Do children know how to evaluate the ‘historical’ evidence regarding the triumphs and influence of the Ancient Greeks and reach a judgement as to its reliability and trustworthiness?</p>	<p style="text-align: center; color: red;">I can tell you about settlements, beliefs and how England was ruled during Anglo-Saxon times.</p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> • To develop a chronologically secure knowledge of British, local and world history. • To address historically valid questions about change, cause, similarity, difference and significance. • To devise historically valid questions about change, cause, similarity, difference and significance. • To construct informed responses that involve selection and organization of relevant historical information. • To understand how knowledge of the past is constructed from a range of sources. • The Viking and Anglo- Saxon struggle for the kingdom of England to the time of Edward the Confessor. <p><u>Key Questions to consider when planning</u></p> <p>Do children know how to interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever? Do children know some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country’s conversion to Christianity, and evaluate the costs</p>	<p style="text-align: center; color: red;">I can tell you about the impact that Viking raids and invasion had on Britain</p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> • To develop a chronologically secure knowledge of British, local and world history. • To address historically valid questions about change, cause, similarity, difference and significance. • To devise historically valid questions about change, cause, similarity, difference and significance. • To construct informed responses that involve selection and organization of relevant historical information. • To understand how knowledge of the past is constructed from a range of sources. • The Viking and Anglo- Saxon struggle for the kingdom of England to the time of Edward the Confessor. <p><u>Key Questions to consider when planning</u></p> <p>What did the Vikings want and how did Alfred stop them getting it. Do children know the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as ‘the Vikings’ and what did this signify? Do children know that the Vikings and Anglo-Saxons struggled for the Kingdom of England to the time of Edward the Confessor?</p>
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	<p>Do children know how to critique the visual, written and archaeological evidence which presently exists? Why should we care about the Ancient Greeks? Do children know how to make a judgment regarding the true influence of Ancient Greeks on modern Britain? Do children know how to consider the reliability and trustworthiness of sources such as Greek mythology and other 'historical stories' such as Robin Hood, King Arthur? Do children know the significance of the Germany archaeologists 1870s discovery? Do children know about Greek life and achievements and their influence on the Western world?</p> <p><u>Speculating</u> What do I know about this person? Why did this happen?</p> <p><u>Describing</u> What can you see?</p> <p><u>Explaining</u> Why did this happen?</p> <p><u>Predicting</u> How was the artefact used?</p> <p><u>Responding</u> How would it have felt to be there?</p> <p><u>Vocabulary</u> Comedy, culture, literature, theatre, sporting achievements, government, authentic, exploits, expedition, siege, interrogates, authenticate, manuscript, engraving, procession, first-hand, archaeological, speculation, negotiation, legacy, philosophy, Olympic games, democracy, rule of law, tragedy, civilization, pi, Archimedes, Alexander the Great.</p> <p><u>Cultural Capital</u> Ancient Greek Workshop</p> <p style="text-align: center;"><u>History Domains</u></p> <ul style="list-style-type: none"> • Chronology • Significant people from the past • Significant events from the past • Advancement of Technology 	<p>and benefits for ordinary people compared with those of lords and noblemen? Do children know who the Anglo- Saxons were and what was important to them? Do children know how to identify and describe the artefacts that were discovered in the Anglo- Saxon ship burial at Sutton Hoo, explain why they are so important to historians and, using these artefacts, reach a judgement as to how the burial would have been constructed and carried out? Do children know why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, and evaluate the advantages and disadvantages of living in this way compared with occupying existing towns? Do children know a number of Anglo- Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan? How were their beliefs and religious practices different to Christianity? Do children know why Britain converted to Christianity following the visit of Augustine and make a reasoned judgement about what the message from Pope Gregory to King Ethelbert might have been?</p> <p><u>Speculating</u> What do I know about this person? Why did this happen?</p> <p><u>Describing</u> What can you see?</p> <p><u>Explaining</u> Why did this happen?</p> <p><u>Predicting</u> How was the artefact used?</p> <p><u>Responding</u> How would it have felt to be there?</p> <p><u>Vocabulary</u></p>	<p>Do the children understand the significance of the Battle of Edington? Do children know the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed? Do children know why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were? Do children know what the Vikings wanted and how Alfred helped to stop them getting in? Do children know how to evaluate evidence relating to the achievements of Anglo-Saxon King Already the Great, reach a judgement as to whether he is justifiably 'great' and justify their decision? Do children know how to identify and describe the distribution of those areas of Britain settled in by Viking Norsemen? Do children know how to compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed? Do children know why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066?</p> <p><u>Speculating</u> What do I know about this person? Why did this happen?</p> <p><u>Describing</u> What can you see?</p> <p><u>Explaining</u> Why did this happen?</p> <p><u>Predicting</u> How was the artefact used?</p> <p><u>Responding</u> How would it have felt to be there?</p>
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	<ul style="list-style-type: none"> • Wars and conflict <p>Extension Can children analyse and discuss the similarities and differences between the Roman Empire and Ancient Greece?</p>	<p>The Dark Ages, Farmers, extended family, ruins, villages, tribe, settlement, thatched, armour, warrior, leather, battle, shield, helmet, slave, stained-glass window, Christianity, invaders, incomers, primary evidence, secondary evidence, superstitions, excavation, defences, migration, monasteries, barbarians, Visigoths, Angles, Saxons, Jutes, Picts, plundered, Gaul, nobleman, serf, pagan.</p> <p>Cultural Capital Potteries museum – Anglo Saxon Hoard</p> <p><u>History Domains</u></p> <ul style="list-style-type: none"> • Chronology • Significant people from the past • Significant events from the past • Advancement of Technology • Wars and conflict <p>Extension Do children know the situation and feelings of Emperor Honorius in AD 410 and can they make a judgement about why the Romans left Britain and the emotions the Emperor may have expressed?</p>	<p>Vocabulary Peace, slave, illiterate, tyranny, notorious, barren, uprooted, homeland, invasion, famine, terror, fertile, shield-wall, long ships, encamped, heathens, inhabited, priory, fortified, chieftain, burhs, legacy, medieval, moat, fortress.</p> <p>Cultural Capital Making Viking Longboats York Visit</p> <p><u>History Domains</u></p> <ul style="list-style-type: none"> • Chronology • Significant people from the past • Significant events from the past • Advancement of Technology • Wars and conflict <p>Extension Do children know how to interpret a range of course evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgement?</p>
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Long Term Plan History Year 5 (Overview of Objectives)

<p>Year 5</p>	<p style="text-align: center;">I can tell you about the achievements of the Ancient Egyptians</p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> • To develop a chronologically secure knowledge of British, local and world history. • To address historically valid questions about change, cause, similarity, difference and significance. • To devise historically valid questions about change, cause, similarity, difference and significance. • To construct informed responses that involve selection and organization of relevant historical information. • To understand how knowledge of the past is constructed from a range of sources. • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt. <p><u>Key Questions to consider when planning</u> Was everyone an Ancient Egyptian? Do children know about the lives of people in different sections of Egyptian society and critique what life was really like at this time – both in Egypt and worldwide? Do children know how to use the evidence of artefacts to</p>	<p style="text-align: center;">I can tell you about the pottery and mining heritage of Stoke on Trent</p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> • To develop a chronologically secure knowledge of British, local and world history. • To address historically valid questions about change, cause, similarity, difference and significance. • To devise historically valid questions about change, cause, similarity, difference and significance. • To construct informed responses that involve selection and organization of relevant historical information. • To understand how knowledge of the past is constructed from a range of sources. • A local history study. <p><u>Key Questions to consider when planning</u> Do the children know the chronological order of the introduction of the railway in Britain and more locally? Do children understand how the pottery and mining heritage of Stoke on Trent impacted on the area?</p>	<p style="text-align: center;">I can tell you how life changed during WW2 and how WW2 changed Britain</p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> • To develop a chronologically secure knowledge of British, local and world history. • To address historically valid questions about change, cause, similarity, difference and significance. • To devise historically valid questions about change, cause, similarity, difference and significance. • To construct informed responses that involve selection and organization of relevant historical information. • To understand how knowledge of the past is constructed from a range of sources. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <p><u>Key Questions to consider when planning</u> Do children know that the Battle of Britain took place during World War two?</p>
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	<p>analyse what life was really like for Egyptians from all parts of society? Did Howard Carter’s discovery change what was already known about Ancient Egypt? Do children know the similarities and differences in the lives of people in different sections of Egyptian society? and explain why our understanding of the Egyptian people as a whole is a very narrow one? Was Howard Carter’s discovery in 1922 a significant event in history? What do we really know about the significance of Cleopatra? Did she ‘make’ or ‘break’ Ancient Egypt? How did Cleopatra contribute to Ancient Egypt’s final fall?</p> <p><u>Speculating</u> What do I know about this person? Why did this happen?</p> <p><u>Describing</u> What can you see?</p> <p><u>Explaining</u> Why did this happen?</p> <p><u>Predicting</u> How was the artefact used?</p> <p><u>Responding</u> How would it have felt to be there?</p> <p><u>Vocabulary</u> Civilization; Dynasty; decline; legacy; agriculture; Ancient Sumer; Indus Valley; depict.</p> <p><u>Cultural Capital</u> Egyptian exploration day Liverpool Museum</p> <p style="text-align: center;"><u>History Domains</u></p> <ul style="list-style-type: none"> • Chronology • Significant people from the past • Significant events from the past 	<p>Do children know how to make a justified judgement about why the introduction of the railway was such a significant change in Stoke on Trent and Britain? Are the children able to apply their previous knowledge to explain how Baldwins Gate and Stoke on Trent has changed over time? Do children know how to compare and contrast accomplishments of famous individuals from Stoke on Trent across time periods and make a judgment with reasons as to which they consider was the greatest achievement? Do the children understand how the railway enabled society to change in Britain and global? Do the children understand the context of the railway and its influence on the industrial revolution and its impact on stoke on Trent?</p> <p><u>Speculating</u> What do I know about this person? Why did this happen?</p> <p><u>Describing</u> What can you see?</p> <p><u>Explaining</u> Why did this happen?</p> <p><u>Predicting</u> How was the artefact used?</p> <p><u>Responding</u> How would it have felt to be there?</p> <p><u>Vocabulary</u> Industrial revolution; economic growth; housing boom; industry; iron; coal; pottery; travelling; canal; Great exhibition; prospects; investment; agriculture; capital;</p> <p><u>Cultural Capital</u> Colliery visit Wedgewood etc.</p>	<p>Do children know why Britain went to war with Germany in 1939? Do children know how to compare the resources of the German Luftwaffe and the British Royal Air Force? Do children know why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940, justifying their reasoning using numerical and written evidence? Do children know how the Second World War affected people in their own locality, Stoke on Trent and Britain? Do children know the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these they feel were most significant?</p> <p><u>Speculating</u> What do I know about this person? Why did this happen?</p> <p><u>Describing</u> What can you see?</p> <p><u>Explaining</u> Why did this happen?</p> <p><u>Predicting</u> How was the artefact used?</p> <p><u>Responding</u> How would it have felt to be there?</p> <p><u>Vocabulary</u> Second World War, soldiers, battleship, surrounded, government, submarine, mission, radio waves, combat, tactics, Invasion, territories, parliament, evacuation, channel Island, mainland, diplomatic, tantamount, parachutist, landing craft, air craft carrier, minesweeper, bomber aircraft, dive bomber, minefield, artillery, torpedo, headquarters, radar, transmitter, detection, operator, broadcast, airborne, airfield, convey, occupied, Blitz,</p>
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	<ul style="list-style-type: none"> • Advancement of Technology <p>Extension Do children know how to consider the qualities of a great ruler and compare and contrast these with those other rules of the period across parallel civilizations?</p>	<p><u>History Domains</u></p> <ul style="list-style-type: none"> • Chronology • Significant people from the past • Significant events from the past • Local study • Advancement of Technology • Wars and conflict <p>Extension Can children understand and explain the context of the mining and pottery industry and its influence on the industrial revolution and its impact on Stoke on Trent?</p>	<p>Cultural Capital WW2 Workshop <i>German Cemetery in Cannock Chase.</i> <i>National Memorial Arboretum.</i></p> <p><u>History Domains</u></p> <ul style="list-style-type: none"> • Chronology • Significant people from the past • Significant events from the past • Local study • Advancement of Technology • Wars and conflict <p>Extension Research project from the local area – asking family members and presenting findings. Give reasons why living in Britain during WW2 was very challenging?</p>
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Long Term Plan History Year 6 (Overview of Objectives)

<p>Year 6</p>	<p style="text-align: center;">I can tell you how Crime and Punishment has changed through the ages</p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge of British, local and world history. To address historically valid questions about change, cause similarity, difference and significance. To devise historically valid questions about change, cause similarity, difference and significance. To construct informed responses that involve selection and organisation of relevant historical information. To understand how knowledge of the past is constructed from a range of sources. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <p><u>Key Questions</u></p> <p>Do the children recognize that punishments have changed over the years? Can children give examples of crime and punishment from a specific era? Can children place punishments on a timeline, chronicling how they have changed over the years? Do children recognize how different crimes were punished in more than one era? Can children make comparisons between crimes and punishments from Anglo-Saxon times to the present day?</p>	<p style="text-align: center;">I can compare how the Mayans lived to British history</p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge of British, local and world history. To address historically valid questions about change, cause, similarity, difference and significance. To devise historically valid questions about change, cause, similarity, difference and significance. To construct informed responses that involve selection and organization of relevant historical information. To understand how knowledge of the past is constructed from a range of sources. A non-European society that provides contrasts with British history <p><u>Key Questions</u></p> <p>Why did the Ancient Maya change the way they lived? Do children know where and when the Ancient Mayan people lived? Do children know what other civilisations existed contemporaneously during the Ancient Mayan time period? Do children understand why the Ancient Mayan civilisation dates begin in BC and ended in AD? Do children know how to synthesis a range of ideas to reach a judgment as to the likely cause of</p>	<p style="text-align: center;">I can tell you how the Victorians changed Britain</p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge of British, local and world history. To address historically valid questions about change, cause, similarity, difference and significance. To devise historically valid questions about change, cause, similarity, difference and significance. To construct informed responses that involve selection and organization of relevant historical information. To understand how knowledge of the past is constructed from a range of sources. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <p><u>Key Questions</u></p> <p>Can pupils identify a range of features of a typical Victorian town?</p>
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	<p><u>Speculating</u> What do I know about this person? Why did this happen?</p> <p><u>Describing</u> What can you see?</p> <p><u>Explaining</u> Why did this happen?</p> <p><u>Predicting</u> How was the artefact used?</p> <p><u>Responding</u> How would it have felt to be there?</p> <p><u>Vocabulary</u> pillory; stocks; Treason; Hanged, Drawn and Quartered; Separate system.</p> <p><u>Cultural Capital</u> Drama opportunities</p> <p style="text-align: center;"><u>History Domains</u></p> <ul style="list-style-type: none"> • Chronology • Significant people from the past • Significant events from the past • Advancement of Technology • Wars and conflict <p><u>Extension</u> What impact has the past had on how we deal with crime today?</p>	<p>the gradual abandonment of the Maya jungle cities and justify their conclusions? Do children know, why the ancient Maya changed the way they lived? Do children know how to use a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery figurines and ornaments to come to a reasoned and informed judgment about their purpose? Do children understand the purpose of the ancient Maya city of Chichen Itza, justifying their reasoning? Do children know how to synthesis a range of ideas to reach a judgment as to the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions? Do children know how the lives of ancient Mayan’s changed over time? Do children know the occupations of modern Maya people and how these compare to their Ancient Mayan ancestors? Do children know how to compare the Ancient Mayan monuments to those in other prehistory civilisations, such as Stonehenge? Do children know what John and Frederick, two traveller-explorers, discovered in 1839? Do children know the social and religious importance of the Maya ball game pok-a-tok? Do children understand the system of terraced farming used by the Maya in mountainous areas and explain why this method helped to stop the precious soil being eroded or washed away?</p> <p><u>Speculating</u> What do I know about this person? Why did this happen?</p> <p><u>Describing</u> What can you see?</p> <p><u>Explaining</u> Why did this happen?</p> <p><u>Predicting</u> How was the artefact used?</p>	<p>Do children know how schooling in Victorian times was different to today? Why was Britain so powerful during the Victorian era? Was the Victorian Era a Dark Age or a Golden Age? Children to consider not only the achievements but also the ‘downside’ of Victorian Times. Do the children appreciate different perspectives on the past? And that historians investigating different aspects of the period will come up with different views.</p> <p><u>Speculating</u> What do I know about this person? Why did this happen?</p> <p><u>Describing</u> What can you see?</p> <p><u>Explaining</u> Why did this happen?</p> <p><u>Predicting</u> How was the artefact used?</p> <p><u>Responding</u> How would it have felt to be there?</p> <p><u>Vocabulary</u> Drill, leisure, British Empire, Power, Industrial Revolution, Parliament, population, reform, workhouse, responsibility, resilience</p> <p><u>Cultural Capital</u> Blists Hill Museum</p> <p style="text-align: center;"><u>History Domains</u></p> <ul style="list-style-type: none"> • Chronology • Significant people from the past • Significant events from the past • Local study • Advancement of Technology • Wars and conflict <p><u>Extension</u></p>
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		<p><u>Responding</u> How would it have felt to be there?</p> <p><u>Vocabulary</u> Mesoamerica, sacred year, Vague year, Glyphs, Codices, Itzamna, Chacs, El Mirador, volcano, woollen, cotton, medicine, pyramid, religious, tourist, handmade, traditionally, medicine, celebrations, rituals, calendar, dyed, jaguar, beheaded, diseases, hieroglyphics, generation, artefacts, perished, spectacle, nobility, civilisation, devotion, overpopulation, malnourished, famine, deforestation, susceptible, parasites, infectious, erosion, sacrifice, plantation, summer solstice, cultivated, dredged, purify.</p> <p><u>Cultural Capital</u></p> <p style="text-align: center;"><u>History Domains</u></p> <ul style="list-style-type: none">• Chronology• Significant people from the past• Significant events from the past• Advancement of Technology <p><u>Extension</u> Do children know how to synthesis a range of ideas to reach a judgment as to the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions?</p>	<p>Can the children weigh up different evidence and come to a conclusion about which is most significant?</p>
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