

History Overview Long Term Planning

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Year 1</u>	<p><u>Who's in the book?</u> (Trip to wilderness woods-bear hunt) Julia Donaldson</p> <p>Fairy tales – books from the past.</p>	<p><u>Celebrations!</u></p> <p><u>National Curriculum:</u> Pupils should be taught to: Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>significant historical events, people and places in their own locality.</p> <p><u>Gun Powder Plot Enquiry:</u></p> <p>Progression: Chronology- ordering of objects or events,</p> <p>Range and Depth of historical Knowledge.- Begin to describe similarities and differences in artefacts</p> <p>Drama – why people did things in the past- use a range of sources to find out characteristic features of the past.</p> <p>Interpretations of History- Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p>Historical Enquiry- Sort artefacts “then” and “now”</p> <p>Use as wide a range of sources as</p>	<p><u>Magnificent Me</u></p> <p>Celebrations of Individuals around the world British values.</p>	<p><u>Marvellous Majesties</u></p> <p><u>National Curriculum:</u> Understand 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> <p>significant historical events, people and places in their own locality.</p> <p><u>Victorian Life Enquiry:</u></p> <p>Progression: Chronology- ordering of objects or events,</p> <p>Range and Depth of historical Knowledge.- Begin to describe similarities and differences in artefacts</p> <p>Drama – why people did things in the past- use a range of sources to find out characteristic features of the past.</p> <p>Interpretations of History- Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p>Historical Enquiry- Sort</p>	<p><u>Our Wonderful World</u> (Trip to the beach)</p> <p>Weather in the UK – seasons, days. Compass points and describing locations using directional language</p>	<p><u>Under the Sea</u> (Trip to sealife centre)</p> <p>David Attenborough – learning an animal from each continent and ocean..</p>

		possible To ask and answer questions related to different sources and objects		artefacts “then” and “now” Use as wide a range of sources as possible To ask and answer questions related to different sources and objects		
<u>Year 2</u>	<u>Oliver Jeffers</u>	<p><u>The Great Fire of London</u></p> <p><u>National Curriculum:</u> Pupils should be taught to: Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p><u>Great Fire of London Enquiry- Progression:</u> They should use a wide vocabulary of everyday historical terms. They should ask and answer questions</p> <p>They should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past</p> <p>and identify different ways in which it is represented.</p> <p>events beyond living memory that are significant nationally (e.g. the Great Fire of London)</p> <p>events beyond living memory that</p>	<p><u>Happy & Healthy</u></p> <p>Health- nutrition, clean water (rights)</p>	<p><u>Transport through the ages</u></p> <p><u>National Curriculum:</u> 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> <p><u>Enquiry into the lives of people in the past:</u></p> <p><u>Progression:</u> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework</p> <p>They should identify similarities and differences between ways of life in different periods.</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>the lives of significant individuals in the past who</p>	<p><u>Animals around the world</u></p>	<p><u>Beside the Sea</u></p> <p><u>National Curriculum:</u> Pupils should be taught to understand significant historical events, people and places in their own locality.</p> <p><u>Beach Holidays in the Past enquiry- Local Study</u></p> <p><u>Progression:</u> They should identify similarities and differences between ways of life in different periods.</p> <p>significant historical places in their own locality.</p> <p>They should understand some of the ways in which we find out about the past</p>

		<p>are significant nationally including events commemorated through festivals or anniversaries</p> <p>events beyond living memory that are significant globally (e.g. the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p>significant historical events in their own locality</p>		<p>have contributed to national and international achievements.</p> <p>the lives of significant individuals in the past, some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)</p> <p>significant historical people in their own locality.</p> <p>significant historical places in their own locality.</p>		
<u>Year 3</u>	<u>Who's in the Book</u> Roald Dahl	<p><u>The Romans</u></p> <p>National Curriculum: Pupils should be taught about the Roman empire and its impact on Britain</p> <p><i>This could include:</i></p> <ol style="list-style-type: none"> <i>Julius Caesar's attempted invasion in 55-54 BC</i> <i>the Roman Empire by AD 42 and the power of its army</i> <i>successful invasion by Claudius and conquest, including Hadrian's Wall</i> <i>British resistance, for example, Boudica</i> <i>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i> <p>(Texts: Eagle of the Ninth Tiger Tiger, by Lynne Banks Across the Roman Wall by Theresa Breslin)</p>	<u>Earth Matters</u>	<u>Tudors</u>	<u>Just So Stories</u>	<u>Land and Sea Explorers</u>
				<p>National Curriculum: Pupils should be taught about an aspect of local history</p> <p><i>For example: a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></p> <p>(Text: King of Shadows)</p> <p><u>Tudor Enquiry – Local</u></p>		

		<p><u>Importance of the Roman Empire (Enquiry)</u></p> <ul style="list-style-type: none"> -place events in chronological order -research skills -similarities and differences -key features and events <p>Progression: Chronology Place events from period studied on a time line.</p> <p>Use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD</p> <p>Use dates related to the passing of time.</p> <p>Range and Depth of Historical</p> <p>Knowledge Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people’s actions understand why people may have had to do something</p> <p>Interpretations of History Identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum, cartoons etc.</p> <p>Historical Enquiry Use a range of sources to find out about a period. Observe small details – artefacts, pictures select and record information relevant to the study.</p> <p>Begin to use the library, e-learning for research ask and answer questions</p>		<p><u>Study</u></p> <ul style="list-style-type: none"> -place events in chronological order -research skills -similarities and differences- key features and events <p>Progression: Range and Depth of Historical</p> <p>Knowledge Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people’s actions understand why people may have had to do something</p> <p>Interpretations of History Identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum, cartoons etc.</p> <p>Historical Enquiry Use a range of sources to find out about a period. Observe small details – artefacts, pictures select and record information relevant to the study.</p> <p>Begin to use the library, e-learning for research ask and answer questions</p>		
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<p><u>Year 4</u></p>	<p>Adventurous Anglo Saxons</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include:</p> <ol style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Scots invasions from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. Christian conversion – Canterbury, Iona and Lindisfarne. 	<p>1066 The Battle of Hastings</p> <p>National Curriculum: Pupils should be taught about an aspect of local history</p> <p><i>For example: a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the localit.</i></p> <p>Range and Depth of Historical Knowledge</p> <p>Study change through the lives of significant individuals- Harold/ William</p> <p>Interpretations of History Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use of text books and historical knowledge</p> <p>Historical Enquiry -Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions use the library, e-learning for research.</p> <p>Organisation and Communication - Select data and organise into a data file to answer historical questions.</p> <p>Know the period in which the study is set.</p> <p>Display findings in a variety of ways.</p> <p>Work independently and in groups.</p>	<p>The Mayans</p> <p>National Curriculum: Pupils should be taught about a non-European society that provides contrasts with British history</p> <p>Work independently and in groups.</p> <p>(Texts: The Chocolate Tree The Jaguar Stones- Middleworld)</p> <p>The Mayans enquiry</p> <p>Progression: Chronology- Place events from period studied on a time line.</p> <p>Use terms related to the period and date events, use more complex terms e.g. BCE/AD</p> <p>Range and Depth of Historical Knowledge -Use evidence to reconstruct life in time studied</p> <p>Identify key features and events</p> <p>Look for links and effects in time studied offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations</p> <p>Historical Enquiry -Use evidence to build up a picture of a past event.</p>	<p>Amazing Amazon- Deforestation, compare with N. America.</p> <p>Journey to the River Sea</p>	<p>The Stone Age</p> <p>National Curriculum:</p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p><i>This could include:</i></p> <ol style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture <p>A study of changes in Britain from the Stone Age to the Iron Age</p> <p>Progression: Chronology-Place events from period studied on a time line.</p> <p>Use terms related to the period and date events, use more complex terms e.g. BCE/AD</p>	<p>Botanical Explorers</p> <p>The plant hunters by Anita Silvey</p>
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	<p>f. Invaders and settlers. What is the difference?</p> <p>Text: The King who threw away his Throne. British King Vortigern asks for help from Saxons; Hengst and Horsa.</p> <p>Range and Depth of Historical Knowledge - Use evidence to reconstruct life in time studied</p> <p>Identify key features and events</p> <p>Look for links and effects in time studied offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations.</p>		<p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions use the library, e-learning for research.</p> <p>Organisation and Communication -Select data and organise into a data file to answer historical questions.</p> <p>Know the period in which the study is set.</p> <p>Display findings in a variety of ways.</p>		<p>Interpretations of History Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use of text books and historical knowledge.</p>	
<p><u>Year 5</u></p>	<p><u>Ancient Egypt</u></p> <p><u>National Curriculum:</u> Pupils should be taught about a non-European society that provides contrasts with British history</p>	<p><u>C.S. Lewis</u></p>	<p><u>Enterprising Me/ Financial Awareness</u></p>	<p><u>Vikings</u></p> <p><u>National Curriculum:</u> Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the</p>	<p><u>Eighty Days Around the World</u></p> <p><u>National Curriculum:</u> Pupils should be taught a study of an aspect or theme in British history that</p>	<p><u>Mission Survival</u></p> <p>Up on the Downs, Down on the Beach fieldwork – species studies, orienteering</p>

<p><u>Enquiry into Ancient China:</u></p> <p>Progression: Chronology Place current study on time line in relation to other studies.</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant terms and periods labels.</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p> <p>Range and Depth of Historical</p> <p>Knowledge</p> <p>Study different aspects of</p> <p>life of different people – differences between men and women</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied. Compare an aspect of life with the same aspect in another period</p> <p>Study an ancient Civilization in detail (e.g.</p>				<p>Confessor</p> <p>Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots</p> <p><u>Enquiry into life in the Viking period:</u></p> <p>Progression: Chronology Place current study on time line in relation to other studies.</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant terms and periods labels.</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p> <p>Range and Depth of Historical</p> <p>Knowledge</p> <p>Study different aspects of</p> <p>life of different people – differences between men and women</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied. Compare an aspect of life with the same aspect in another period</p> <p>Study an ancient Civilization in detail (e.g.</p>	<p>extends pupils’ chronological knowledge beyond 1066. For example: a significant turning point in British history, for example, the first railways</p>	
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	<p>Benin, Shang Dynasty, Egypt)</p> <p>Interpretations of History</p> <p>Compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events</p> <p>Historical Enquiry</p> <p>Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information.</p> <p>confident use of library, e-learning, research</p> <p>Organisation and Communication</p> <p>Fit events into a display sorted by theme, time, use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms.</p> <p>Work independently and in groups showing initiative</p>			<p>Benin, Shang Dynasty, Egypt)</p> <p>Interpretations of History</p> <p>Compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events</p> <p>Historical Enquiry</p> <p>Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information.</p> <p>confident use of library, e-learning, research</p> <p>Organisation and Communication</p> <p>Fit events into a display sorted by theme, time, use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms.</p> <p>Work independently and in groups showing initiative</p>		
<u>Year 6</u>	<u>Ourselfs, Our World</u>	<u>World War 2 Local History Enquiry</u>	<u>Near and Far</u> Comparative study UK with	<u>Ancient Greece</u> A study of Greek life and achievements and their	<u>Ancient Greece</u> Non-Statutory: the legacy of Greek culture (art,	<u>Mission Survival</u> Downs/Beach – species studies, orienteering

		<p>National Curriculum: A study of an aspect of history or a site dating from a period beyond 1066 that is significant to the locality</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- for example a significant turning point in British history e.g. the Battle of Britain.</p> <p>They should understand that different versions of the past may exist giving some reasons for this</p> <p>Progression: Chronology</p> <p>Place current study on time line in relation to other studies use relevant dates and terms</p> <p>Sequence up to ten events on a time line.</p> <p>Range and Depth of Historical Knowledge</p> <p>Find about beliefs, behaviour and characteristics of people; recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Write another explanation of a past event in terms of cause and effect, using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time</p> <p>Compare and contrast ancient civilisations</p> <p>Interpretations of History</p> <p>Link sources and work out how</p>	South America	<p>influence on the western world.</p> <p>Place current study on time line in relation to other studies use relevant dates and terms</p> <p>Sequence up to ten events on a time line.</p> <p>Progression: Chronology</p> <p>Range and Depth of Historical Knowledge</p> <p>Find about beliefs, behaviour and characteristics of people; recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Write another explanation of a past event in terms of cause and effect, using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time</p> <p>Compare and contrast ancient civilisations</p> <p>Interpretations of History</p> <p>Link sources and work out how conclusions have been arrived at/</p> <p>Consider ways of checking accuracy of interpretations- fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions confident use of</p>	<p>architecture or literature) on later periods in British history, including the present day.</p>	<p>Comparative Study – UK, with American and European equivalent.</p>
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