

History Long Term Plan



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring1</u>	<u>Spring2</u>	<u>Summer1</u>	<u>Summer2</u>
<u>Year One</u>	Geography Topic	Geography Topic	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods: Christopher Columbus and Neil Armstrong.</p> <ul style="list-style-type: none"> • understand and explain what makes a person significant • discuss the ways in which we can find out about an explorer who lived a long time ago • explore the achievements of Christopher Columbus • explore the achievements of Neil Armstrong 	Geography Topic	<p>Changes within living memory – family and local life, changes nationally (Toys through time) (Changes in materials used for everyday things, link to recycling and how we treat our environment. Old toys were made of better materials, now we use too much plastic.)</p> <ul style="list-style-type: none"> • find out about toys today • explain how we can find out about the past by identifying different sources • use sources to help ask and answer questions about toys from the past 	<p>Significant historical events, people and places in their own locality. – Grace Darling and the invention of the lighthouse.</p> <ul style="list-style-type: none"> • understand the differences between Grace's life in the Victorian times and life in the present • infer information from pictures of the past • recognise similarities and differences between people everyday lives today and life a long time ago including what they wear

			<ul style="list-style-type: none"> • compare Christopher Columbus’s experience of exploration with Neil Armstrong’s • show what I know about some significant explorers and how they are commemorated for their achievements 		<ul style="list-style-type: none"> • compare similar toys from different times including the materials they are made from • recognise how toys have changed over time • use words relating to the passing of time 	<ul style="list-style-type: none"> • infer information from a written account of a person’s life • explore the feelings of historical characters in role • recount the events of Grace’s rescue • understand why Grace Darling is still remembered today
<u>Year Two</u>	Geography Topic	<p>(The Great fire of Newcastle/Gateshead) Events beyond living memory that are significant nationally or globally.</p> <ul style="list-style-type: none"> • understand why we celebrate Bonfire Night • understand who Guy Fawkes is and why he is significant • find out about the great fire of Newcastle Gateshead • find out about the great fire of Newcastle Gateshead • understand why and where the fire started 	<p>Significant historical events, people and places in their own locality: local engineers etc (George Stephenson)</p> <ul style="list-style-type: none"> • find out the different ways in which travel and transport has changed from past to present • place different types of transport correctly in order onto a timeline • identify ways people travelled before trains were invented • understand and explain what makes a person significant • explore the life and achievements of George Stephenson • infer information from pictorial and written sources • understand why George Stephenson is still remembered today 	Geography Topic	Geography Topic	<p>Changes within living memory – family and local life, changes nationally</p> <ul style="list-style-type: none"> • order events in chronological order • use common words and phrases that relate to the passing of time • identify key events in recent history • ask relevant questions about the past and find out the answers using simple sources of information • identify similarities and differences between different periods of time • understand how homes have changed over time • identify the changes in fashion and clothing over time • understand the evolution of the telephone • identify changes within the local areas over a period of time

<p><u>Year Three</u></p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • find out what happened in the Stone Age • use sources to create pictures in the style of cave paintings • observe and compare different homes from the Palaeolithic, Mesolithic and Neolithic times • find out what people ate in the Stone Age and how their diet changed • develop a chronologically secure knowledge of events in the Stone Age 	<p>Geography Topic</p>	<p>A local history study (Down the pits – coal mining)</p> <ul style="list-style-type: none"> • find out about the history of coal in Great Britain • put key events in chronological order • investigate the uses of coal over time • learn about local mining sites and locate them • use historical resources to find out how coal was transported • use different resources to discover what the job of a miner was like in Victorian times • observe data and documents which report on mining disasters • report on local mining disasters • find out what life was like at home for the miners and their families 	<p>Geography Topic</p>	<p>Geography Topic</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of <u>Ancient Egypt</u>.</p> <ul style="list-style-type: none"> • find out about ancient Egyptian life by looking at artefacts • Explore what life was like in Ancient Egypt? • understand what was important to people during ancient Egyptian times • understand and explain the ancient Egyptian ritual of mummification • understand how evidence can give us different answers about the past • write Like an Egyptian • compare and contrast the Egyptian writing with my own • compare and contrast the powers of different Egyptian gods
<p><u>Year Four</u></p>	<p>Combine overview and in depth studies: The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • find out about the Roman invasion of Britain • find out about Boudicca’s revolt and resistance of the invasion • identify the importance of Hadrian’s wall 	<p>Geography Topic</p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Victorians)</p> <ul style="list-style-type: none"> • sort British monarchs in chronological order • understand how the Normans came to rule Britain • understand why King John was an important King 	<p>Geography Topic</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> • explain how and why empires grow • sort events into chronological order • explain how the political system worked in Ancient Greece 	<p>Geography Topic</p>

	<ul style="list-style-type: none"> • use a range of sources to find out about life in Roman Britain • explain how the Roman's impacted upon our Local Area 		<ul style="list-style-type: none"> • understand why Henry VIII wanted an heir • name some of Henry VIII wives • identify what a Tudor King looked for in a wife • understand why Queen Anne was important in creating Great Britain • investigate Victorian Britain and the British Empire • identify the people and places which made the British Empire • answer questions about the current Royal Family 		<ul style="list-style-type: none"> • compare this system with other political systems • use sources, including art to learn about the past • compare different city-states and recall facts about the Battle of Marathon • find out about Ancient Greek gods and goddesses and use knowledge to plan own Greek myth • use a range of sources to find out about the past and present findings 	
<p><u>Year Five</u></p>	<p>Britain's settlement by Anglo Saxons and Scots</p> <ul style="list-style-type: none"> • find out who the Anglo-Saxons were and why they were called Anglo-Saxons • understand where and how the Anglo-Saxons lived • build and construct a small Anglo-Saxon Village • find out about the past from artefacts, and understand the mystery of Sutton Hoo • find out about the lasting impact of Anglo Saxons on Britain • use primary and secondary sources to find out about the past 	<p>Geography Topic</p>	<p>Geography Topic</p>	<p>Viking raids and invasion.</p> <ul style="list-style-type: none"> • explain when and where the Vikings came from and why they raided Britain • understand how the Vikings Influenced Britain • compare the significance of some Anglo- Saxon kings during the Viking period • explain who King Ethelred II was and say when and why Dane geld was introduced • identify and explain key aspects of Viking life • explain how the legal system worked in Anglo-Saxon and Viking Britain • explain how the last Anglo-Saxon kings shaped Britain 	<p>Geography Topic</p>	<p>A local history study – crossing the river – the development of ferries, bridges and tunnels that cross the Tyne</p> <ul style="list-style-type: none"> • create a timeline from enquiry questions • use pictorial and written sources of information to answer enquiry questions • research the change of use of the bridges along the River Tyne • identify how life along the Tyne has changed • compare the Tyne Bridge and the Millennium Bridge • use historical evidence to write a newspaper report about the opening of the Tyne Bridge

<p>Year Six</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - (WAR)</p> <ul style="list-style-type: none"> • identify why WW2 started • identify which countries were involved • explore the impact of the war on children • understand the term evacuation and explore the implications of this • find out about The Blitz and explain what this was in words and written form • identify how the Blitz affected my local area 	<p>Geography Topic</p>	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization: Baghdad c. AD 900</p> <ul style="list-style-type: none"> • find out about Baghdad's role in early civilisation • use sources to find out about the House of Wisdom and how it became a centre for learning • explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world • describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph • identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques • identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume 		<p>Geography Topic</p>	<p>Geography Topic</p>
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