

## History Long Term Plan

Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 (Nurture)	<p>I know the key differences between my life and the lives of family members of different ages.</p> <p>I can tell you about something that happened to me in the past, e.g. I had cereal for breakfast. Yesterday I went to the beach.</p> <p>I can use a timeline.</p>	<p><b>Kings and Queens (our current Monarch)</b></p> <p>I understand that we have a Monarch who reigns over us and that Britain has had a king or queen for many years.</p>	<p><b>Explorers: Sir Francis Drake</b></p> <p>I appreciate that some famous people have helped our lives be better today.</p> <p>I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning.</p>		<p><b>The Romans</b></p> <p>I recognise key facts about the Roman Empire and its impact on Britain. (Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius).</p> <p>I can use dates and historical terms when ordering events and objects on a timeline.</p> <p>I identify where people and events fit into a chronological framework.</p> <p>I recognise what happened as a result of events that happened a long time ago around the world and locally.</p>	<p><b>Mayans</b></p> <p>I can begin to picture what life would have been like in a non-European society that provides contrasts with British history – Maya civilization c. AD 900.</p> <p>I can examine how different cultures have impacted and influenced different civilisations and what we have learned from successes and mistakes from the past.</p>	<p><b>Queen Victoria- family tree</b></p> <p><b>The Industrial Revolution Colonialism</b></p> <p>I recognise primary and secondary sources.</p> <p>I can use a range of sources to find out about an aspect of the past.</p> <p>I suggest omissions and the means of finding out.</p> <p>I choose the best way to communicate different historical findings.</p> <p>I analyse, link and contrast within and across different periods of time, including short and long term scales.</p>
Autumn 2 (Equality)	<p>I understand different times in the day. I can use language such as today, yesterday, when I was little.</p>		<p><b>Monarchs</b></p> <p>I know that Britain has had a Monarch for many years.</p>	<p><b>Stone Age</b></p> <p>I can recognise changes in Britain from the Stone Age to the Iron Age.</p> <p>I can describe events and periods using BC and AD, century, ancient and prehistoric.</p> <p>I can use a timeline to order specific dates in history.</p>			<p><b>A Victorian Christmas</b></p>
Spring 1 (Curiosity)	<p>I know some traditional songs and stories.</p>	<p><b>Dinosaurs (Mary Anning)</b></p>	<p><b>Great Fire of London Samuel Pepys</b></p>	<p><b>Iron Age</b></p>		<p><b>Vikings</b></p>	<p><b>Genius Hour</b></p>

	<p>I can recite a traditional story and sing a traditional song.</p>	<p>I can begin to identify the difference between a long time ago and a very long time ago. (Last 100/200 years and millions of years ago).</p>	<p>I can recount some interesting facts from a historical event, such as where the fire of London started. Great Fire of London. Samuel Pepys</p> <p>I can sequence a set of events in chronological order and give reasons for their order: Great Fire of London.</p>	<p>I can use two sources to piece together information about periods in history.</p>		<p>I know key facts about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>I use dates and historical terms in their work to sequence events and periods in time.</p> <p>I can compare and contrast early and late stages in a studied period.</p> <p>I can examine causes and results of great events and the impact of these.</p> <p>I use a wider range of sources to answer questions and test hypotheses.</p> <p>I can evaluate primary and secondary sources and make simple inferences, comparing accounts from fact or fiction.</p> <p>I can discuss and debate historical issues.</p>	
<p>Spring 2 (Autonomy)</p>	<p>I know the difference between the past and the present, recognising that different objects come from different times e.g. car, old vehicles, train - comparing similarities and differences.</p>		<p><b>Key events in History</b>  <b>Rosa Parks</b>  <b>Emily Davison - The Suffragettes</b></p> <p>I understand that key events happened in History that I can't remember but that they impacted what we</p>	<p><b>Ancient Egypt</b></p> <p>I can begin to picture what life would have been like in Ancient Egypt.</p> <p>I recognise that our knowledge of the past is constructed from</p>		<p><b>Tudors</b></p> <p>I use dates and historical terms in their work to sequence events and periods in time.</p> <p>I can draw a timeline with different time periods outlined which</p>	

	<p>I can ask a question about the past using the correct tense. E.g. Why did that train have steam?</p> <p>I can tell you things that are similar and different about the past and present day.</p>		<p>do now. Rosa Parks and Emily Davison.</p> <p>I can research about a famous event that happens in Britain and why it has been happening for some time.</p>	<p>different sources of evidence.</p>		<p>show different information, such as periods of history, places and when famous people lived.</p> <p>I can use my mathematical skills to work exact time scales, discussing short term and long term time scales.</p> <p>I can study different aspects of different people - e.g difference between men and women in a historical context.</p> <p>I have constructed responses to historical questions, explaining the things that have changed and the things which have stayed the same.</p>	
<p>Summer 1 (Creativity)</p>		<p><b>Local celebrations</b></p> <p>I know what celebrations happen in our local area. (I know significant historical events, people and places in my local area - key workers).</p> <p>I know why we have celebrations and why we started them.</p> <p>I can ask and answer questions about old and new artefacts. I can give a plausible explanation for what an item may have been used for in the past.</p>	<p><b>Historical Events People &amp; Places in the local area</b></p> <p>I can make 'Now and Then' comparisons of our local area.</p> <p>I recognise the changes that I have witnessed in our local area and in Great Britain (Castles) (I know significant historical events, people and places in my local area).</p>	<p><b>Ancient Greece</b></p> <p>I can begin to picture what life would have been like in Ancient Greece.</p> <p>I can choose parts of stories to gather an idea of significant people/rulers and events.</p> <p>I can suggest why certain events happened as they did in history.</p>	<p><b>Anglo Saxons and Scots.</b></p> <p>I know key facts about Britain's settlement by Anglo-Saxons and Scots.(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>		<p><b>WW1 Stalin</b></p> <p>I use dates and a wide range of historical terms in my work to sequence events and periods in time.</p> <p>I examine and compare different beliefs, behaviours and characteristics of people, recognising that not everyone shares the same opinion.</p> <p>I can discuss and debate historical issues, using contrasting evidence and opinions.</p>

		<p><b>Transport, toys, technology - then and now</b></p>			<p>I can note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>		<p>I recognise that some events, people and changes are judged as more significant than others.</p>
<p>Summer 2 (Collaboration)</p>	<p><b>The current monarch</b></p>	<p>I can order three objects in chronological order.</p> <p>I can ask and answer questions about old and new artefacts. I can give a plausible explanation for what an item may have been used for in the past.</p> <p>I can compare transport, toys and technology from now to the past.</p> <p>I have an understanding of chronology (using words such as first, next, then, before, after).</p> <p>I can talk about things that happened when my parents were little - I can use a timeline.</p> <p>I can speak to people about their experiences of the past and how things have changed, such as transport, music, movies and toys.</p> <p>I understand first hand experiences and eye witness accounts.</p>	<p><b>Great Britain castles now and then</b></p> <p>I can use research skills to explain how my local area was different in the past - Through evidence such as photographic, maps and newspaper reports.</p> <p>I can answer questions by using a specific source, such as an information book.</p> <p>I recognise the changes that I have witnessed in our local area and in Great Britain (Castles) (I know significant historical events, people and places in my local area).</p>	<p>I recognise the impact history from these periods has had on our local area.</p> <p>I can research similarities and differences between given periods.</p>	<p>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>I offer a reasonable explanation for some events.</p> <p>I can use sources to address historically valid questions and hypotheses.</p> <p>I am beginning to evaluate the usefulness of different sources.</p>		<p><b>WW2</b></p> <p>I use key knowledge of a local history study. WW1 (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).</p> <p>I can demonstrate knowledge of a key concept or aspect in British History that extends their chronological knowledge beyond 1066.</p> <p>I develop a secure knowledge of the events and periods of time I have studied throughout school.</p> <p>I can use appropriate vocabulary when discussing and explaining historical events.</p> <p>I can bring knowledge gathered from several sources together in a fluent account.</p>