



## Long Term Plan for History

## Link to local area

## Opportunity for Christian Advocacy

Year	Autumn	Spring	Summer
1	<p><i>Toys from the past -</i></p> <p><b>Changes within and beyond living memory- Where appropriate these should reveal aspects of change in national life.</b></p> <ul style="list-style-type: none"> <li>• place known events and objects in chronological order (chronological understanding)</li> <li>• sequence events and recount changes within living memory (chronological understanding)</li> <li>• use common words and phrases relating to the passing of time, such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born (chronological understanding)</li> <li>• find answers to some simple questions about the past from simple sources of information (historical enquiry)</li> <li>• sort artefacts from 'then' and 'now' (historical enquiry)</li> <li>• ask and answer relevant basic questions about the past (historical enquiry)</li> </ul> <p>talk, draw or write about aspects of the past (organisation and communication)</p> <p><u>Vocabulary to be used:</u> the same and different , artefact, now, yesterday, last week, when I was younger, before I was born.</p>	<p><i>History on my doorstep – how schools have changed - a look at how and why the Parochial school was developed and how the right to go to school was not the same in the past.</i></p> <p><b>Significant historical events, people and places in their own locality.</b></p> <ul style="list-style-type: none"> <li>• identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)</li> <li>• relate his/her own account of an event and understand that others may give a different version (historical interpretations)</li> <li>• ask and answer relevant basic questions about the past (historical enquiry)</li> </ul> <p>talk, draw or write about aspects of the past (organisation and communication)</p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time, such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born (chronological understanding)</li> </ul> <p><u>Vocabulary to be used:</u> the same and different , artefact, hundreds of years ago, school</p>	<p><i>The life of Grace Darling</i></p> <p><b>Significant events and people from the locality. Similarities and differences between ways of life in different periods.</b></p> <ul style="list-style-type: none"> <li>• understand key features of events (understanding of events, people and changes)</li> <li>• identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)</li> <li>• find answers to some simple questions about the past from simple sources of information (historical enquiry)</li> <li>• describe some simple similarities and differences between artefacts (historical enquiry)</li> <li>• ask and answer relevant basic questions about the past (historical enquiry)</li> </ul> <p>talk, draw or write about aspects of the past (organisation and communication)</p> <p><u>Vocabulary to be used:</u> the same and different , artefact, Victorian, important, significant, source</p>



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2	<p><i>The Great Fire of Gateshead and Newcastle</i></p> <p><b>Events from beyond living memory /local history study</b></p> <ul style="list-style-type: none"> <li>• speak about how he/she has found out about the past (organisation and communication)</li> <li>• record what they have learned by drawing and writing and beginning to do this in the style of a given genre(organisation and communication)</li> <li>• show an awareness of the past, using common words and phrases relating to the passing of time, such as: in the past, when my grandparents were alive, a hundred years ago, hundreds of years ago (chronology)</li> <li>• ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</li> <li>• show understanding of some of the ways in which we find out about the past</li> <li>• describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</li> <li>• describe significant historical events, people and places in his/her own locality</li> </ul> <p><u>Vocabulary to be used:</u> sequence, events, local, national, source, first person, recount, in the past, a hundred years ago, hundreds of years ago (chronology)</p>	<p><i>The lives of Florence Nightingale, Mary Seacole and Edith Cavell</i></p> <p><b><i>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</i></b></p> <ul style="list-style-type: none"> <li>• show an awareness of the past, using common words and phrases relating to the passing of time, such as: in the past, when my grandparents were alive, a hundred years ago, hundreds of years ago (chronology)</li> <li>• describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li>• describe changes within living memory and aspects of change in national life</li> </ul> <p><u>Vocabulary to be used:</u> events, local, national, source, first person, recount, war, in the past, when my grandparents were alive.</p> <p><i>(Link to the value of service - could we make thank you cards or letters for nurses in our local hospitals?)</i></p>	<p><i>Captain Cook – life on a ship</i></p> <p><b>Lives of significant individuals national/international, possible comparison of aspects of life.</b></p> <ul style="list-style-type: none"> <li>• show an awareness of the past, using common words and phrases relating to the passing of time, such as: in the past, when my grandparents were alive, a hundred years ago, hundreds of years ago (chronology)</li> <li>• show understanding of some of the ways in which we find out about the past</li> <li>• discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</li> </ul> <p><u>Vocabulary to be used:</u> , events, national, source, first person, recount, , voyage, exploration, discovery, new world, a hundred years ago, hundreds of years ago (chronology)</p>



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3	<p><b>Change - Stone Age to Iron Age</b>  <i>Who was here before me?</i>  <b>This could include:</b></p> <ul style="list-style-type: none"> <li>• late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae</li> <li>• Bronze Age religion, technology and travel, e.g. Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <ul style="list-style-type: none"> <li>• understand that a timeline can be divided into BC (BCE) and AD (CE)</li> <li>• use an increasing range of common words and phrases relating to the passing of time (chronological understanding)</li> <li>• be able to talk about the past and link this to where they found the information (historical enquiry)</li> <li>• record what they have learned by writing using different genres (organisation and communication)</li> </ul> <p><u>Vocabulary to be used:</u>                      late Neolithic, hunter gatherer, early farmers, bronze age, religion, technology, travel, Stonehenge, Iron age, hill fort, tribal kingdoms, farming, art and culture.</p>	<p><b>Ancient Greece, life and influence</b>  <i>What did the Ancient Greeks do for me?</i>  <b>A study of Greek life and achievements and their influence on the western world</b></p> <ul style="list-style-type: none"> <li>• use an increasing range of common words and phrases relating to the passing of time (chronological understanding)</li> <li>• use an increasing range of sources to investigate the same event, period or person (historical enquiry)</li> <li>• understand that a timeline can be divided into BC (BCE) and AD (CE)</li> <li>• be able to talk about the past and link this to where they found the information (historical enquiry)</li> <li>• record what they have learned by writing using different genres (organisation and communication)</li> </ul> <p><u>Vocabulary to be used:</u> ancient, achievement, civilisation, influence, society, compare and contrast.</p>	<p><b>Earliest civilisation –</b> (<i>Compare and contrast with Ancient Greece civilisation</i>)</p> <p><b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</b></p> <ul style="list-style-type: none"> <li>• understand that a timeline can be divided into BC (BCE) and AD (CE)</li> <li>• be able to talk about the past and link this to where they found the information (historical enquiry)</li> <li>• record what they have learned by writing using different genres (organisation and communication)</li> </ul> <p><u>Vocabulary to be used:</u> ancient, achievement, civilisation, influence, society, compare and contrast.</p>



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4	<p><b>Roman Empire and impact on Britain</b>                      This could include:</p> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>The Roman Empire by AD 42 and the power of its army</li> <li>Successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, e.g. Boudicca</li> </ul> <p>The impact of technology, culture and beliefs, including early Christianity</p> <ul style="list-style-type: none"> <li>place some historical periods in a chronological framework (chronological understanding)</li> <li>communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)</li> <li>use historic terms related to the period of study (chronological understanding)</li> <li>understand that sources can contradict each other (historical interpretations)</li> <li>use a variety of resources to find out about aspects of life in the past (historical enquiry)</li> </ul> <p><u>Vocabulary to be used:</u>                      Roman Empire, impact, invasion, conquest, Romanisation, technology, culture, beliefs.</p>	<p><b>Roman Empire and impact on Britain</b>                      This could include:</p> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>The Roman Empire by AD 42 and the power of its army</li> <li>Successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, e.g. Boudicca</li> </ul> <p>The impact of technology, culture and beliefs, including early Christianity</p> <ul style="list-style-type: none"> <li>place some historical periods in a chronological framework (chronological understanding)</li> <li>communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)</li> <li>use historic terms related to the period of study (chronological understanding)</li> <li>understand that sources can contradict each other (historical interpretations)</li> <li>use a variety of resources to find out about aspects of life in the past (historical enquiry)</li> </ul> <p><u>Vocabulary to be used:</u>                      Roman Empire, impact, invasion, conquest, Romanisation, technology, culture, beliefs.</p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b>                      This could include:</p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <ul style="list-style-type: none"> <li>place some historical periods in a chronological framework (chronological understanding)</li> <li>use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)</li> <li>communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)</li> <li>use a variety of resources to find out about aspects of life in the past (historical enquiry)</li> </ul> <p><u>Vocabulary to be used:</u>                      Early Christianity, Anglo Saxons and Scots, withdrawal, 'fall of an Empire', settlement, kingdom, art, culture, Christian conversion, Lindisfarne.</p>



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5	<p><i>Viking and Anglo Saxon struggles for power</i>  <b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>• Viking / Saxon raids and invasion – link to local area study of Lindisfarne, St Pauls in Jarrow and St Peters in Roker. Visit to Bede’s world</li> <li>• Resistance by Alfred the Great and Athelstan, first king of England</li> <li>• Further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• use dates to order and place events on a timeline (chronological understanding)</li> <li>• give some reasons for some important historical events (understanding of events, people and changes)</li> <li>• understand that the type of information available depends on the period of time studied</li> <li>• evaluate the usefulness of a variety of sources (historical interpretations)</li> <li>• compare sources of information available for the study of different times in the past (historical enquiry)</li> <li>• present findings and communicate knowledge and understanding in different ways (organisation and communication)</li> <li>• provide an account of a historical event based on more than one source (organisation and communication)</li> </ul> <p><u>Vocabulary to be used:</u> Viking raids, invasion, resistance, Alfred the Great and Athelstan, Danegeld, law, justice and</p>	<p><i>Viking and Anglo Saxon struggles for power</i>  <b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• Resistance by Alfred the Great and Athelstan, first king of England</li> <li>• Further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> </ul> <p><b>Edward the Confessor and his death in 1066</b></p> <ul style="list-style-type: none"> <li>• use dates to order and place events on a timeline (chronological understanding)</li> <li>• give some reasons for some important historical events (understanding of events, people and changes)</li> <li>• understand that the type of information available depends on the period of time studied</li> <li>• evaluate the usefulness of a variety of sources (historical interpretations)</li> <li>• compare sources of information available for the study of different times in the past (historical enquiry)</li> <li>• present findings and communicate knowledge and understanding in different ways (organisation and communication)</li> <li>• provide an account of a historical event based on more than one source (organisation and communication)</li> </ul> <p><u>Vocabulary to be used:</u> Viking raids, invasion, resistance, Alfred the Great and Athelstan, Danegeld, law, justice and Edward the Confessor.</p>	<p><b>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900;</b>  <i>Who was making history in faraway places?</i>                      A study of Mayan civilisation with a focus on how their culture differed from British culture at the time.</p> <ul style="list-style-type: none"> <li>• use dates to order and place events on a timeline (chronological understanding)</li> <li>• make comparisons between aspects of periods of history and the present day (historical interpretations)</li> <li>• understand that the type of information available depends on the period of time studied</li> <li>• compare sources of information available for the study of different times in the past (historical enquiry)</li> <li>• present findings and communicate knowledge and understanding in different ways (organisation and communication)</li> </ul> <p><u>Vocabulary to be used:</u> non-European, contrast, early civilisation, Mayan</p>



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6	<p><i>Industrial Revolution – changes to ways of life and social justice. Include work on Dr Barnardo as a link to service and justice</i></p> <p><b>Aspect or theme in British History post 1066 - a turning point in British History</b></p> <ul style="list-style-type: none"> <li>• describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</li> <li>• address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• make confident use of a variety of sources for independent research (historical enquiry)</li> </ul> <p><u>Vocabulary to be used:</u> cottage industry, rural, urban, factory, assembly line, poverty, work force, labour, social justice, reform, charity</p>	<p><b>In depth Local Study.</b></p> <ul style="list-style-type: none"> <li>• A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>• A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> </ul> <p><i>Coal mining / ship building.</i></p> <ul style="list-style-type: none"> <li>• describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</li> <li>• note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> <li>• address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• make confident use of a variety of sources for independent research (historical enquiry)</li> </ul> <p>• <u>Vocabulary to be used:</u> : local, impact, legacy, industry, employment, significant locality, site.</p>	