



## Long Term Plan for History - 2025

Whole school themes to be explored through the aspects of history below - Home & Settlement, Trade & industry, Religious beliefs & rituals, Entertainment

Year	Autumn	Spring	Summer
1	<p><b>What toys did my grandparents play with?</b></p> <p>What were electronic toys / teddy bears like? What were wheeled toys like?</p> <p><b>NC links – Changes within living memory</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><b>Suggested enrichment - Toy workshop, Discovery museum</b></p>	<p><b>What was my school like 100 years ago? (Local History Study)</b></p> <p>What were lessons like? How did they record? What clothes did they wear? What did their school day look like? How did they have fun?</p> <p><b>NC links</b> <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><b>Suggested enrichment - Beamish</b></p>	<p><b>Why do we remember Grace Darling? (Local History Study)</b></p> <p>When did Grace Darling live? What was life like for Grace Darling? Why is she remembered? RNLI enquiry scheme</p> <p><b>NC links</b> <b>Significant historical events, people and places in their own locality.</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><b>Suggested enrichment - Visit—Life of a lighthouse keeper Souter Lighthouse</b></p>

Vocabulary  
Yesterday,  
today  
tomorrow,  
same  
/different,  
important,  
Within living  
memory,  
beyond living  
memory.  
Timeline,  
chronology,  
past  
Trade,  
settlement,  
industry,  
belief,  
religion,  
entertainment.



Year	Autumn	Spring	Summer
<p>2</p> <p><u>Vocabulary</u> Past, present, over 100 year ago, significant event, significance, in the past, artefact, chronological order. Timeline, chronology, source, Trade, settlement, industry, belief, religion, entertainment.</p>	<p><b><u>What caused the Great fire of Gateshead? (Local History Study)</u></b></p> <p>When was the Great Fire of Gateshead? (Chronology) What did the quayside look like around the time of the fire? What was life like in Gateshead and Newcastle around the time of the Great fire?</p> <p><b>NC Links</b> <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><b><u>Why was Florence Nightingale famous and Mary Seacole was not?</u></b></p> <p>When did Florence Nightingale and Mary Seacole live? Why did Florence go to the hospitals? What difference did Mary make?</p> <p><b>NC Links</b> <b>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</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><b><u>Why do we remember Captain Cook? Hero / villain?</u></b></p> <p>Why did Captain Cook go to sea? What was life like at sea when Captain Cook lived? Where did Captain cook travel and what did they find?</p> <p><b>NC Links</b> <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><b>Suggested enrichment opportunity - Captain Cook Museum</b></p>



	<p>Suggested enrichment opportunity - History Bloke / Bessie Surtees house</p>		
--	--	--	--



Year	Autumn	Spring	Summer
<p>3</p> <p><b>Vocabulary Development, Influence, Ancient, civilisation, evidence, artefact. Timeline, chronology, source, Trade, settlement, industry, belief, religion.</b></p>	<p><b><u>What changes were there between stone age and iron age?</u></b></p> <p>(A focus on Skarabrae - Neolithic Starcarr in Yorkshire Iron Age Must Farm - Peterborough Bronze age)</p> <p>When was the stone age, bronze age, iron age?                      Why have they got those names?                      What is archaeology and why is it important?                      How did daily life change ? (Hunter gatherer to farmers)                      What and where did people live?                      Compare all 3                      Do we know what people believed?                      Compare all 3</p> <p><b>NC Links</b>  <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                             <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> </ul> </li> </ul>	<p><b><u>What influence did the Ancient Greeks have on our lives?</u></b></p> <p>How long did the Ancient Greek civilisation last?                      What were buildings like in ancient Greece ?                      What was life like for men and women?                      What were city states and how were they organised?                      What did the Greeks believe?                      How did they spend their free time?</p> <p><b>NC Links</b>  <b>Ancient Greece – 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><b>Suggested Enrichment opportunity – Oriental museum - Ancient Greek session</b></p>	<p><b><u>What did all the ancient civilisations have in common?</u></b></p> <p>When were ancient civilisations and did they all last?                      What is a civilisation?                      How was society organised? How do we know?                      Why was trade important?                      How did they spend their free time?                      What did they believe?                      What happened to the ancient civilisations?                      What were the similarities and differences?</p> <p><b>NC Links</b>  <b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a comparative study.</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>



	<ul style="list-style-type: none"><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><b>Suggested Enrichment opportunity – West Boldon Lodge</b></p>		
--	---	--	--



Year	Autumn	Spring	Summer
<p>4</p> <p><u>Vocabulary</u> Legacy, Conquer, Consequence, Invasion, Monarchy, Social structure, empire Timeline, chronology, source, Trade, settlement, industry, belief , religion entertainment.</p>	<p><b><u>Why was belief so important to the Ancient Egyptians?</u></b></p> <p>How long was Ancient Egyptian Period? Why was the Nile important to the Egyptians? Was the daily life of the Egyptians influenced by their beliefs? What did the Egyptians believe? How did beliefs influence art and entertainment?</p> <p><b>NC Links An in depth study of Ancient Egypt</b></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>Suggested Enrichment activities - Great North Museum</u></p>	<p><b><u>Was Hadrian's wall the only thing the Romans left behind?</u></b> <b><u>(Local History study)</u></b></p> <p>Who were the Romans and why did they invade Britain? Why was the Invasion of Britain so successful? (organisation of army) What was daily life like for Romans in the North of England? What did Romans on the wall do in their free time? What are some of the lasting impacts of the Romans in Britain? (include Christianity) How did the Romans change the British landscape?</p> <p>What inventions did the Romans bring to Britain? How did the Romans influence our language and place names?</p> <p><b>NC Links</b> <b>Roman Empire and impact on Britain</b> <b>This could include:</b></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>	<p><b><u>Who was the greatest Anglo Saxon King Oswald or Alfred?</u></b></p> <p>Who were the Anglo Saxons and when and why did they invade Britain? <b>How did the Anglo-Saxons change the way people lived in Britain?</b> (Consider the impact on language, place names, village life, entertainment and cultural practice) This could be broken into several lessons <b>How was Anglo-Saxon society structured?</b> (Explore the roles of kings, thanes, ceorls, and slaves) <b>What were the roles of men and women in Anglo-Saxon society?</b> <b>Who was Alfred the Great / Oswald, and why was he important?</b> <b>What is the legacy of the Anglo Saxon Kings?</b></p> <p><b>NC Links</b> <b>Britain's settlement by Anglo-Saxons and Scots</b> <b>This could include:</b></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> </ul>



		<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>Suggested Enrichment activities - Vindolanda</u></p>	<ul style="list-style-type: none"> <li>• <b>Scots invasions from Ireland to north Britain (now Scotland)</b></li> <li>• <b>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</b></li> <li>• <b>Anglo-Saxon art and culture</b></li> <li>• <b>Christian conversion – Canterbury, Iona and Lindisfarne</b></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>
--	--	--	---



Year	Autumn	Spring	Summer
<p>5</p> <p><u>Vocab</u> era, consequence, invasion, monarchy, BCE and AD, Significant, power comparison Timeline, chronology, source, Trade, settlement, industry, belief , religion Entertainment</p>	<p><b><u>What influence has Baghdad's ancient civilisation had on our lives?</u></b></p> <p>When Was Baghdad's golden age / era? Why was Baghdad such an important city during the Islamic golden age? What made Baghdad a centre of trade and cultural exchange (the perfect city)? How did Baghdad connect the East and West? What was daily life like in Baghdad? What were some of the key achievements of scholars in Baghdad? How did life in Baghdad compare to life in Anglo-Saxon England. How can the influence of Baghdad be seen today?</p> <p><b>NC Links – A non European country that provides contrast with British History.</b></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>• 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> </ul>	<p><b><u>Why did the Vikings want to invade?</u></b></p> <p>When and where did the Vikings come from? How did the Viking invade Britain? What resistance did they face? (Danegeld) Why did the Vikings invade Britain? How did Viking settlement impact local people? (Daily life, entertainment, culture / beliefs / laws and justice) What was the impact of the Viking invasion?</p> <p><b>NC Links</b> <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> </ul>	<p><b><u>What was it like for a child in Gateshead during WW2?</u></b> <b><u>(Local Study)</u></b></p> <p>When did war break out? What was life like for a child before the war? What was it like to be a child during WW2? (Evacuation) Was there any fun to be had locally for a child during the war? How did the war effect daily life in the North East and why? (consider location on the Tyne and Vickers factory as well as food, the role of women, school etc This could be split into several lessons)</p> <p><b>NC Links</b> <b>A study of an aspect of history dating from beyond 1066 that is significant in the locality.</b></p> <ul style="list-style-type: none"> <li>• use dates to order and place events on a timeline (chronological understanding)</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><b><u>Suggested Enrichment activities -</u></b> <b>Victoria Tunnels</b> <b>Discovery Museum Homefront workshop</b></p>



	<ul style="list-style-type: none"><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>	<ul style="list-style-type: none"><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>	
--	--	--	--



Year	Autumn	Spring	Summer
<p>6</p> <p><u>Vocabulary</u> Timeline, chronology, source, Trade, settlement, industry, belief , religion Entertainment.</p> <p>decade, century, chronology, Era, continuity and change, period cottage industry, rural, urban, factory, assembly line, poverty, work force, labour, social justice, reform, charity</p>	<p><b><u>Why was the North East an industrial power house? And did everyone benefit?</u></b></p> <p>When and where did the Industrial Revolution begin? What was society like before the Industrial revolution? How did the Industrial revolution impact daily life? How would a child view the Industrial revolution? What were the positive and negative impacts of the Industrial revolution? (Locally)</p> <p><b>NC Link - 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><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>Suggested Enrichment activities - Beamish</u></p>		
<p><b><u>Spirituality in History</u></b></p> <p>By looking at local history we create a connection with others who have come before and who helped shape our community. By passing down historical stories we create a sense of awareness and awe of lives beyond living memory.</p>			



We learn lessons from the past that help inform the choices we make for our future.

Looking at historical events around the world help forge a sense of empathy for what it would be like to live in other places and create comparison with our own lives.