



# History Long Term Planning Overview

Term	Autumn	Spring	Summer
<b>F1</b>	<p>Begin to make sense of their own life story and family's history.</p> <p>To share and talk about significant events of their own experiences.</p>	<p>Understand the key features of the life cycle of a plant and animal. – Butterfly. Develop an understanding of growth, decay and changes over time.</p>	
<b>F2 Reception</b>	<p>Name and describe people who are familiar to them.</p> <p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past</p>	<p>Compare and contrast characters from stories, including figures from the past</p>	<p>Talk about the lives of the people around them and their roles in society. ELG</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG</p>
<b>Year 1</b>	<p><b>Recap</b></p> <ul style="list-style-type: none"> <li>✓ Family sequence F2</li> <li>✓ Memories - of Summer / things I did in FSU</li> </ul> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ What is a timeline - how to add and organise a significant event to a timeline?</li> <li>✓ To generate their own questions to find out about a person's timeline</li> <li>✓ Use common words and phrases related to the passage of time</li> </ul> <p><b>Outcome :</b></p> <ul style="list-style-type: none"> <li>✓ Personal timeline</li> </ul>	<p><b>Toys</b></p> <p><b>Recap</b></p> <ul style="list-style-type: none"> <li>✓ Make a list of different toys we already know home/FSU</li> <li>✓ How can we find out about the past?</li> <li>✓ What is a timeline?</li> </ul> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ What toys were played with by our grown-ups and grandparents and people older than them.</li> <li>✓ Make comparisons between toys – how and why toys have changed</li> <li>✓ How to record my information</li> <li>✓ How to generate questions to find out find out about toys from the past</li> </ul> <p><b>Outcome :</b></p> <ul style="list-style-type: none"> <li>✓ Toy timeline spanning 5 eras with dates</li> </ul> <p><b>Fieldwork: Toy Museum</b></p>	<p><b>Local history : beyond living memory</b></p> <p><b>Recap -</b></p> <ul style="list-style-type: none"> <li>✓ Meaning of in the past</li> <li>✓ Key points on a timeline</li> </ul> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ To Identify similarities and differences between ways of life in different periods</li> <li>✓ To understand some ways to find out about the past</li> <li>✓ To learn about significant historical places in Worksop Town</li> </ul> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>✓ Poster Mrs Straws House verses modern home comparison</li> <li>✓ Worksop Town - Historical landmark labels and dates</li> </ul> <p><b>Fieldwork: Mrs Straws House</b> <b>Local trip to Worksop</b></p>
<b>Year 2</b>		<p><b>Great Fire of London</b></p> <p><b>Recap</b></p> <ul style="list-style-type: none"> <li>✓ Year 1 Toy timeline</li> </ul> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ How to find out about and present a significant historical event using 5 reliable evidence sources-</li> <li>✓ To develop awareness of past beyond living memory within a chronological framework</li> <li>✓ How to identify similarities and differences between ways of life in different periods in London</li> <li>✓ Make comparisons between firefighting from 1666 and now</li> <li>✓ What can we learn from historical events?</li> <li>✓ How to make a person study of a significant individual - Samuel Pepys</li> </ul> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>✓ Class museum 'The Great Fire of London - using reliable sources</li> </ul>	<p><b>Seaside</b></p> <p><b>Recap</b></p> <ul style="list-style-type: none"> <li>✓ Timeline— Victorian era (Toys) The Great Fire of London.</li> </ul> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ How to use photographic evidence to compare and order seaside holiday images.</li> <li>✓ What makes someone an important or significant person</li> <li>✓ To identify and compare aspects of Neil Armstrong's and Christopher Columbus journeys.</li> </ul> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>✓ Historical information of a leaflet to promote Bridlington</li> <li>✓ Christopher Columbus – A message in a bottle</li> </ul> <p><b>Fieldwork: Trip to seaside</b></p>
<b>Year 3</b>	<p><b>Ancient Egypt</b></p> <p><b>Recap timeline Y2</b></p> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ To know Ancient Egyptians believed in more than one God, and the afterlife</li> <li>✓ To record events on a timeline introducing BC and AD</li> <li>✓ How to use primary and secondary sources to generate questions to understand the past</li> <li>✓ To understand the importance of leadership – Pharaohs and the social hierarchy</li> <li>✓ Understand the importance of the River Nile</li> </ul>		<p><b>Stone Age</b></p> <p><b>Recap Year 1Victorians and Year 2 Great Fire of London</b></p> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ Understand the terms Prehistoric, BC and AD Stonage and Iron age periods to a British timeline.</li> <li>✓ Understand how our knowledge of the past is constructed from a range of primary and secondary sources</li> <li>✓ Understand prehistoric achievements</li> <li>✓ Research Life in Skara Brae</li> <li>✓ To know the Bronze age is different to the Stone Age</li> </ul>



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	<p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>✓ News video of a new Egyptian find</li> </ul> <p><b>Field Trip: Weston Park – The journey to the afterlife</b></p>		<p><b>Outcome :</b></p> <ul style="list-style-type: none"> <li>✓ Diamond nine card discussion</li> <li>✓ Right move /Purple Bricks house move advertisement –house for sale in SKara Brae</li> </ul> <p><b>Fieldwork: Creswell Craggs – cave and museum of artefacts tour</b></p>	
<b>Year 4</b>	<p><b>WW2</b></p> <p><b>Recap</b></p> <ul style="list-style-type: none"> <li>✓ Significant historical events Y2 Y3, periods, and eras BC and AD</li> <li>✓ Continents – England and Germany</li> </ul> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ To order events from early WW2 on a timeline and know and explain why WW2 began</li> <li>✓ How to carry out research, to answer why questions (evacuees, rationing, role of women)</li> <li>✓ Influence - Propaganda</li> <li>✓ Events and reasons why the Holocaust happened</li> <li>✓ Anne Frank life as a child and why she is an important figure</li> </ul> <p><b>Outcomes :</b></p> <ul style="list-style-type: none"> <li>✓ Newspaper report containing columns of different WW2 significant events</li> </ul> <p><b>Field Trip: Eden Camp Homefront/ Frontline artefacts making conclusions</b></p>	<p><b>Anglo Saxons</b> <b>HOTCLUB:</b> Anglo-Saxon origins (Germany, Denmark, Netherlands)</p> <p><b>Recap</b></p> <ul style="list-style-type: none"> <li>✓ European countries from previous WW2 topic</li> </ul> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ To understand invasion, settlement, and kingdom</li> <li>✓ Learn and locate 7 main Anglo-Saxon Kingdoms-root words</li> <li>✓ To understand the Pagan religion – 5 facts and their gods</li> <li>✓ To understand how our knowledge of the past is constructed from a range of sources – digging up the past Sutton Hoo</li> <li>✓ To use different sources to learn about Anglo Saxon Kings - Alfred the Great</li> </ul> <p><b>Outcomes :</b></p> <ul style="list-style-type: none"> <li>✓ Anglo Saxon Poster and presentation</li> </ul> <p><b>Field Trip: Wollaton Hall Saxon artefacts making conclusions</b></p>	<p><b>The Mayans</b></p> <p><b>Recap</b></p> <ul style="list-style-type: none"> <li>✓ Timelines Y1 Y2 Y3 Y4</li> <li>✓ Ancient Civilisations Y3</li> <li>✓ Other cultures and religions Y3 Y4</li> </ul> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ To record events on a timeline</li> <li>✓ Learn and locate Central American countries</li> <li>✓ Explain Mayan beliefs and name Mayan Gods</li> <li>✓ Describe the Maya social systems and hierarchy</li> <li>✓ Understand the development of the Maya writing system</li> <li>✓ Review the advanced Maths and Maya calendar</li> <li>✓ Understand how our knowledge of the past is constructed from a range of sources</li> <li>✓ Compare to other ancient civilisations and British history</li> </ul> <p><b>Outcomes :</b></p> <ul style="list-style-type: none"> <li>✓ Non-chronological report on the Mayans</li> </ul>	
<b>Year 5</b>	<p><b>Romans</b> <b>HOTCLUB:</b> Rome &amp; it's Empire</p> <p><b>Recap</b></p> <ul style="list-style-type: none"> <li>✓ Viking / Anglo Saxon motives and results of actions</li> <li>✓ Primary and secondary sources of information</li> <li>✓ Empire – British WW2</li> </ul> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ Develop chronological awareness on a time line demonstrating BC and AD</li> <li>✓ What is an empire - Roman Empire, know and locate the countries</li> <li>✓ To ask relevant questions, and understand the reasons for and results of key events To use the technique of envoying to gain new information</li> <li>✓ Select and combine information from written and archaeological sources to make deductions</li> <li>✓ Describe important features of life in ancient Rome and compare to life in Roman Britain</li> <li>✓ Explain some beliefs and why they held them know some Roman Gods</li> <li>✓ Interpret an event from one perspective and show an appreciation of other possible interpretations</li> <li>✓ What Britain was like before the Romans – Celtic Britain</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>✓ Produce a visual timeline of events during the Roman conquest of Britain</li> <li>✓ Information poster of life as a Roman</li> </ul> <p><b>Field Trip: Wollerton Hall, Roman Archaeology Roman Emersion Day - Re-enactment battle, oil lamps, food and Latin words</b></p>	<p><b>Vikings</b></p> <p><b>Recap</b></p> <ul style="list-style-type: none"> <li>✓ British History Timeline Y1-Y4</li> <li>✓ Invasion, settle and conquer historical terms and meaning</li> </ul> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ Reasons why people move around - invade settle and conquer. Locate the land and seas the Vikings travelled from/through and the UK kingdoms they settled in</li> <li>✓ To use inference and deduction to know how the Vikings choose where to settle in the UK.</li> <li>✓ To understand Vikings believed in more than one God and people's beliefs and religions vary.</li> </ul> <p><b>Outcomes :</b></p> <ul style="list-style-type: none"> <li>✓ Timeline – British history</li> <li>✓ Viking topic research presentation and teach facts</li> </ul> <p><b>Field Trip :To Perithorpe – Vikings Viking Emersion Day</b> cooking, weaving, broach making, Art work – collage a Viking village</p>		



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<b>Year 6</b>	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p><b>Recap</b></p> <ul style="list-style-type: none"> <li>✓ Previous topic countries (Y3-5)</li> <li>✓ Recall British History Timeline (Y1- Y5)</li> <li>✓ Empire knowledge (Romans Y5)</li> <li>✓ Invasion, settle and conquer historical terms and meaning (WWII, Anglo-Saxon, Viking, Roman)</li> <li>✓ Evidence – types of primary and secondary sources to make historically accurate deductions (I don't currently do this, but I'll start!)</li> </ul> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ Ask and write relevant chronological questions to find out about the Ancient Greeks</li> <li>✓ Use a range of sources to make deductions about life &amp; religion in the past (Troy)</li> <li>✓ Recount of a historical event (Troy) using a range of sources, - legacy and literature</li> <li>✓ Compare similarities/differences in beliefs &amp; culture between 2 city states (Sparta &amp; Athens)</li> <li>✓ Empires: Greek &amp; Persian. How did they grow?</li> <li>✓ Create a structured account of the events during the Battle of Marathon</li> <li>✓ Greek achievements and influence on the Western world</li> <li>✓ Compare democracy today with ancient democracy in Athens. Make connections and identify contrasts and trends over time</li> <li>✓ Greek achievements and influence on the Western world: architecture art link, pottery art link, inventions knowledge link, Olympics immersion day</li> </ul> <p><b>Outcomes :</b></p> <ul style="list-style-type: none"> <li>✓ <b>Discuss - What is the legacy of Ancient Greece?</b></li> </ul> <p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>✓ Wollaton Hall – Greek Legacy</li> </ul>	<p><b>The Victorians</b></p> <p><b>Recap</b></p> <ul style="list-style-type: none"> <li>✓ Recall previous topic countries (Y3-5)</li> <li>✓ Recall World History Timeline (all topics studied)</li> <li>✓ Empires other than British</li> </ul> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>✓ To generate a timeline showing different periods of History and that some periods overlap</li> <li>✓ What is the Victorian era and what evidence can be found in the locality, which sources can I use to find out (local census, photographs, newspapers)?</li> <li>✓ Biography of Queen Victoria – DOB, death, reign and legacy</li> <li>✓ Develop historical locational knowledge by locating countries of the British Empire on a world map discussing changes over time</li> <li>✓ To address historically valid questions about change, cause similarity and difference: What was the British Empire &amp; how did it grow?</li> <li>✓ Find connections, contrasts, trends over time: what can the census tell us about Victorian Worksop?</li> <li>✓ What were typical Victorian industries and how did the Industrial Revolution change that?</li> <li>✓ Mining in the Victorian and modern era. How and why, it changed over time and the economic impact on life today in Worksop</li> </ul> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>✓ Timeline with overlapping historical eras and events</li> <li>✓ Queen Victoria biography excerpt</li> <li>✓ British Empire World map and discussion significance and changes</li> <li>✓ Discussion - Can I suggest reasons for the types of work found locally in Worksop?</li> </ul> <p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>✓ Victorian evidence in Worksop Town Tour</li> <li>✓ Library local history visit – census</li> <li>✓ Visit the National Mining Museum and tour the coal mine to identify features of a mine</li> </ul>	<p>✓</p>