

## Long Term Plan History 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year One Skills</b>	Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Compare adults talking about the past – how reliable are their memories? Find answers to simple questions about the past from sources of information e.g. artefacts Use stories to encourage children to distinguish between fact and fiction. Sequence events in their life . Recognise the difference between past and present in their own and others lives Know and recount episodes from stories about the past					
<b>Year One Knowledge</b>	<b>Senses</b>  <b>Lives of significant individuals and the contribution to national and international achievements</b> Louise Braille looking at his life and why we remember him Hearing aids from hollowed horns to trumpets to Thomas Edison work on telephones and how this led to increasing decibels and 80 years later to hearing aids <b>How do we know? What caused the inventions? What's the effect</b>  Granville T. Woods needs to be covered alongside Edison. His discoveries were used by Edison/Bell to create the inventions they are now most famous for  Lewis Latimer – Edison's inventor. Latimer built on the lightbulb and made it affordable and able to be mass produced	<b>Toys</b>  Changes within living memory Look at toys parents and grandparents played with and explore same and different. Look at the concept 'back in time' and 'change'. - chronology How can we find out about the past? – questions and interviews and pictures and photos	<b>Castles</b>  <b>Significant historical events, people and places in the locality</b> Look at the chronology and explore. Why did people live in castles? Who owned castles? Life in a castle living as a community, roles within the castle. Jousting competition and banquet entertainment. Attack and defending the castle. William the Conqueror – who was he? <b>Explore the invade/settle concepts and link to today (impact and lessons). Remains as evidence and Bayeux tapestry.</b>	<b>Growing Plants</b>  <b>Significant historical events, people and places in the locality</b>  Look at the story of Robin Hood. Who was he? Where did he live? <b>Was it true? Why do we not know for sure? Clues we have..</b>	<b>Weather Watch</b>  <b>Lives of significant individuals and the contribution to national and international achievements</b> James Watt steam engine George Stevenson steam train Florence Nightingale germs nursing Alexander Graham Bell Wright brothers Leonardo da Vinci <b>What did these inventors wonder? What questions did they ask? What caused them to ask the questions? What did their inventions change? Have their inventions lasted over time</b>	<b>A World of Animals</b>  <b>Changes within living memory</b> Working animals Look at animals pulling a plough and compare to modern tractors. Pit ponies and canaries to detect gas. Horse and carriages Modern day police dogs and guide dogs <b>Why has change occurred? What impact on life? Is this the same across the world?</b>
<b>Year One Vocab</b>	<b>Past Present Change Timeline Memory</b>	<b>Past Present Change Timeline Memory</b>	<b>Invade Defend Keep Drawbridge Battlements</b>		<b>Invention Questions Change</b>	<b>Modern Impact Similar Different</b>

	<b>Remember Invention</b>		<b>Portcullis Normans Settlement</b>				
<b>Year Two Skills</b>	Sequence artefacts closer together in time - check with reference books Sequence photographs etc. from different periods of their life Describe memories of key events in lives Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories Use a source – observe or handle sources to answer questions about the past on the basis of simple observations						
<b>Year Two Knowledge</b>	<b>Health - Plague</b>  <b>Significant historical events, people and places in their own locality.</b>	<b>Great Fire of London</b>  <b>Events beyond living memory that are significant nationally or globally.</b>  Great Fire of London	<b>Great Explorers - Aviation</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> Transport aviation Explorers – Amelia Earhart, Montgolfier brothers  Lilian Bader – first black women to join British Armed forces ‘All in all, I think my family have given back more to this country than we’ve received.’  Jessie LeRoy Brown – First black aviator in the US navy  Bessie Coleman – First African-American to hold pilot license in the US	<b>Kings and Queens – Victorians</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>  Victorians  Queen Charlotte Sophia – Queen Victoria’s grandmother	<b>Africa - Kenya</b>	<b>Habitats</b>	<b>Diet and Exercise</b>

Year Two Vocab	Locality Community Disease Bacteria Event Major Minor	Health Hygiene Microscopic Plague Town Village City Century River Thames	Comparison Significant Past Route	Decade Centuries Chronological Timeline Monarchy Slate Drill Cane Reign Era Empire	Area Similar Different Human Geography Physical Geography Contrast European Compare Diet Survival Rural Urban		
Year Three Skills	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research						
Year Three Knowledge	Stone Age  Changes in Britain from the Stone Age to the Iron Age.	Out of the Darkness  Changes over time  Cat's eyes ?  WWII - Evacuees	Nottingham  A local history study.  A study over time tracing how several aspects of national history are reflected in the locality.  Watson Fothergill architecture Goose Fair – big wheel Robin Hood  Traditional fair at Riverside festival  Jermanine Jenas – Nottingham Forest/Tottenham player who was capped 21 times by England – 2006 world cup squad. Could extend to other Nottingham athletes	Fairtrade  Changes over time	Humans and Animals	Ancient Egyptians  The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.	

			who have contributed to national history and identity.			
<b>Year Three Vocab</b>	Prehistoric Neolithic Megalithic Neanderthal Homosapiens Skara Brae Lacaux BC/BCE Flint Igneous Sedimentary Metamorphic Erosion Fossil	Evacuee  Refugee	Key Co-ordinates Compass Variable Futurism Print Germination Nutrients Ukulele			Hieroglyphics Sphinx Cartouche Pyramid Mythology BC/BCE Mummification Decipher Shaduf Sarcophagus Magnet Pole Magnetism Sculpture Map
<b>Year Four Skills</b>	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research Recall, select and organise historical information Communicate their knowledge and understanding.					
<b>Year Four Knowledge</b>	<b>Potions</b>	<b>The Ruthless Romans</b>  <b>The Roman empire and its impact on Britain</b>  Julius Caesar's attempted invasion in 55BC-54BC Roman Empire and the power of its army Claudius the Conquerer British resistance - Boudicca  Key terms: EMPIRE & CIVILIZATION  Emperor Septimus Severus – First black Roman Emperor	<b>Roman Remains</b>  <b>The Roman empire and its impact on Britain</b>  All pupils will know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world  The Romanisation of Britain- sites such as Caerwent and the	<b>Eco Heroes</b>	<b>Anglo Saxons</b>  <b>Roman Withdrawal from Britain in AD 410 and the fall of the western Roman Empire</b>  <b>The Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>  Anglo Saxon invasions, settlements and	<b>The Amazing Amazon</b>

			<p>impact of technology, culture and beliefs</p> <p>Architecture Aqueducts Baths Roads Hadrian's wall</p> <p>Emperor Septimus Severus – First black Roman Emperor</p>		<p>kingdoms – place names and village life</p> <p>How did Anglo-Saxons rule and defend their land?</p>	
<b>Year Four Vocab</b>	None	<p><b>Empire</b></p> <p>Civilisation Tribe Emperor Conquer Warrior Rebellion Celts Britannia Roundhouse</p>	<p><b>Empire</b></p> <p><b>Civilisation</b></p> <p>Aqueduct Mosaics Circus Maximus Amphitheatre Hadrian's Wall Forum</p>		<p>Invader</p> <p><b>Settler</b></p> <p>AD</p> <p>Primary Source</p> <p>Secondary Source</p> <p><b>Century</b></p> <p>Artefact</p> <p>Can you add in settlement on key vocab please</p>	
<b>Year Five Skills</b>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> <p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>					

<b>Year Five Knowledge</b>	<p><b>The Vikings</b></p> <p><b>Vikings struggle for the Kingdom of England up to Edward the Confessor</b> Use of primary and secondary sources</p> <p>From 793 AD to 1066AD</p> <p>Impact of the Vikings on my locality Viking raids and invasion</p> <p>Resistance Danegeld/Danelaw 1066 .</p> <p>Many of the Vikings were black, see True Myth: Black Vikings of The Middle Ages</p>	<p><b>Atrocious Alchemy</b></p> <p><b>Key scientists</b></p> <p>Marie Curie, her life and discoveries</p> <p>Matthew Henson – Artic Explorer reached the North Pole first (when looking at the end of the book and race across the poles)</p> <p>George Washington Carver – Agricultural scientist (e.g. peanut butter)</p>	<p><b>Masters Of Space</b></p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p>The Space Race</p> <p>Mae C. Jemison – first black woman to travel into space</p> <p>Katherine Johnson – mathematician critical to the NASA space programme</p>	<p><b>Magnificent Mayans</b></p> <p><b>To learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of</b></p> <p>Contrast Mayan history with British</p> <p>Rank Mayan achievements in context of the world</p>	<p><b>Careering Around the Commonwealth!</b></p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b> History of the British Empire</p> <p>Benin Empire – link this to the British Commonwealth.</p>	<p><b>Magnificent Architecture( Industrial Revolution)</b></p> <p><b>Local study and historical enquires</b></p> <p>Significant changes in British history – the Industrial Revolution (Overview and follow up causal links: Victorian poverty divide, rise of towns and cities, how the Victorians lived)</p>
<b>Year Five Vocabulary</b>	<p><b>Valhalla</b> <b>Saga</b> <b>Monastery</b> <b>Pagan</b> <b>Berserker</b> <b>Pillage</b> <b>Rune</b> <b>Scandinavia</b> <b>Settlement</b> <b>Trader</b> <b>Merchant</b> <b>Keel</b></p>	<p><b>Science</b> <b>Scientist</b> <b>Gothic</b> <b>Creature</b> <b>Laboratory</b> <b>Alchemy</b> <b>Wretched</b> <b>Experiment</b></p>	<p><b>Galaxy</b> <b>Orbit</b> <b>Satellite</b> <b>Space Race</b> <b>Geocentric</b> <b>Heliocentric</b> <b>Rotation</b> <b>Axis</b> <b>Solar System</b> <b>SETI Program</b> <b>Lunar</b> <b>Gravity</b></p>	<p><b>Mayan</b> <b>Civilisation</b> <b>Ritual</b> <b>Relic</b> <b>Exploration</b> <b>Merchant</b> <b>Territory</b> <b>Quetzal</b> <b>Ancestor</b> <b>Archaeologist</b> <b>Excavate</b> <b>Mural</b></p>	<p><b>Landmark</b> <b>Economy</b> <b>Climate</b> <b>Culture</b> <b>Commonwealth</b> <b>Continent</b> <b>Latitude</b> <b>Longitude</b> <b>Time Zones</b> <b>Friction</b> <b>Air Resistance</b> <b>Water Resistance</b></p>	<p><b>Cholera</b> <b>Fissure</b> <b>Squalor</b> <b>Rural</b> <b>Bacteria</b> <b>Workhouse</b> <b>Metropolis</b> <b>Population</b> <b>Higgler</b> <b>Emporium</b> <b>Bazaar</b> <b>Architecture</b></p>
<b>Year Six Skills</b>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanationnow key dates, characters and events of time studied</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>					

<b>Year Six Knowledge</b>	<p style="text-align: center;"><b>Crime and Punishment</b></p> <p>A theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Crime and Punishment from Anglo Saxons to present.</p> <p>Sessions on BLM movement and biased crime and punishment to BAME to raise awareness</p>	<p style="text-align: center;"><b>Meet the Greeks</b></p> <p>A study of Greek life and achievements and their influence on the western world</p> <p>Greek History Legacy of Greek Culture Democracy etc.</p> <p>Ira Aldridge – Shakespearean Actor (during Macbeth study)</p>	<p style="text-align: center;"><b>Mountains and Rivers</b></p> <p><b>Local History - study over time tracing how several aspects of national history are reflected in the locality</b></p> <p>(mining, land use and change)</p> <p>Naming of natural landmarks after (white) explorers when they were assisted by the better informed (indigenous) populations. Canada/New Zealand is littered with examples. Discuss whether they should be renamed but will allude to indigenous history over the world..</p>
<b>Year Six Vocab</b>	<p style="text-align: center;"> <b>Victim</b>  <b>Treason</b>  <b>Heresy</b>  <b>Heretic</b>  <b>Accused</b>  <b>Reoffend</b>  <b>Transportation</b>  <b>Vagabond</b>  <b>Flogged</b>  <b>Gaol</b>  <b>Fraud</b>  <b>Forensics</b> </p>	<p style="text-align: center;"> <b>Conquest</b>  <b>Citizen</b>  <b>Legacy</b>  <b>City State</b>  <b>Religion</b>  <b>Myth</b>  <b>Oligarchy</b>  <b>Acropolis</b>  <b>Democracy</b>  <b>Trireme</b> </p>	