



History Long Term Plan

Key Stage 1	Autumn	Spring	Summer
A) 2017-18	Changes within living memory (aspects of change in national life): <i>Life Long Ago</i>	Events beyond living memory (national): <i>The Great Fire of London</i>	Lives of significant individuals: <i>Blast from the past: Nelson Mandela</i>
B)	Significant historical events, people, place in locality: <i>My Salford</i>	Events beyond living memory (global): <i>Man on the Moon</i>	Lives of significant individuals: <i>Florence Nightingale and Mary Seacole</i>
Lower KS2	Autumn	Spring	Summer
A) 2017 - 18	Changes in Britain from Stone Age to Iron Age: <i>Stone Age to Iron Age Timeline</i>	Roman Empire and its impact on Britain: <i>Learning from the Powerful Roman</i>	Britain's Settlement by Anglo-Saxons and Scots <i>Anglo-Saxons and Scottish Settlements</i>
B)	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: <i>Victorious Vikings</i>	Local history study depth study: <i>Victorian Eccles</i>	Study of an aspect or theme in British history: <i>William Shakespeare's Tudor England</i>
Upper KS2	Autumn	Spring	Summer
A) 2017 - 18	Local history study – study over time: <i>Victorian Bridgewater Canal</i>	Study of an aspect or theme in British history <i>World War Two</i>	<i>Evolution</i> (Linked to science and English - Creationism)
B)	Achievements of the earliest civilizations: <i>Rediscovering Ancient Egypt</i>	Ancient Greece: <i>Ancient Greek Life and Achievements</i>	Non-European society that provides contrasts with British history: <i>Mayan Civilisation</i>

Key Stage 1

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the great fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

Key Stage 2

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.
- In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

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| <ul style="list-style-type: none">• Changes in Britain from the Stone Age to the Iron Age, examples (non-statutory)<ul style="list-style-type: none">○ Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae○ Bronze Age religion, technology and travel, for example, Stonehenge○ Iron Age hill forts: tribal kingdoms, farming, art and culture |
| <ul style="list-style-type: none">• The Roman Empire and its impact on Britain, examples (non-statutory)<ul style="list-style-type: none">○ 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 and conquest, including Hadrian's Wall○ British resistance, for example, Boudicca |

<ul style="list-style-type: none"> ○ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
<ul style="list-style-type: none"> ● Britain's settlement by Anglo-Saxons and Scots, examples (non-statutory) <ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ● The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, examples (non-statutory) <ul style="list-style-type: none"> ○ Viking raids and invasion ○ Resistance by Alfred the Great and Athelstan, first king of England ○ Further Viking invasions and Danegeld ○ Anglo-Saxon laws and justice ○ Edward the Confessor and his death in 1066
<ul style="list-style-type: none"> ● A local history study, examples (non-statutory) <ul style="list-style-type: none"> ○ A depth study linked to one of the British areas of study listed above ○ 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.
<ul style="list-style-type: none"> ● A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, examples (non-statutory) <ul style="list-style-type: none"> ○ The changing power of monarchs using case studies such as John, Anne and Victoria ○ Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century ○ The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ○ A significant turning point in British history, for example, the first railways or the Battle of Britain
<ul style="list-style-type: none"> ● The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
<ul style="list-style-type: none"> ● Ancient Greece – a study of Greek life and achievements and their influence on the western world
<ul style="list-style-type: none"> ● A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300