History Long Term Plan 2022 / 2023



History Long Term Plan 2022-23

Essential characteristics of an historian;

- ✓ knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes
- ✓ ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- ✓ to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- ✓ to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- ✓ a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- ✓ respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- ✓ desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

EYFS	Autumn 1 **Main concept:** identity **Continuous concepts:** chronology, significance, similarities and differences **Is everybody unique?** What makes me unique?	Autumn 2 **Main concept:** difference **Continuous concepts:** similarities, differences, community, values, morality **Can we be the same and also have differences?** Is everybody different? Is it okay to be different?	Spring 1 **Main concept:** choices Morality, values **What is choice?** Do you want to play with lots of people or one special friend? How do I make a really hard choice? If we can choose, why are there somethings I have to do? Can I choose how I feel?	Spring 2 **Main concept:** change & growth **Continuous concepts:** working scientifically, cause and effect **When we grow do we change?** Do all things grow? Why do we grow up/ why do we change? Do some things stay the same when we grow? Why can't I stay the same? Will I be the same person when I grow up or a different one?	Summer 1 **Main concept:** Life & nature **Continuous concepts:** morality, values, community **What will our world look like if….?** What does life look like?	Summer 2 **Main concept:** Exploration **Continuous concepts:** Location, place, chronology **What similarities and differences do you notice between…?**

History Long Term Plan 2022 / 2023

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">Understanding the World</td><td colspan="6">Intent
To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.
To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Wolstanton is special, have an awareness of other people's cultures and beliefs.</td></tr>
<tr><td colspan="6">Educational Programme
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</td></tr>
<tr><td colspan="2">Concepts: Identity and Difference
Past and Present
To begin to make sense of my own life story and family history which makes my identity.
To find out through questioning and talk about my family.
To compare changes in my life, my family's life, in school, in the local community of Wolstanton.
To use vocabulary linked to time: past, last year/month/week, yesterday, before, tomorrow, next etc.
To keep a class timeline of our time in Reception.
To find out about past events and why we celebrate today: Remembrance Day, Christmas Day/Christmas around the world, Diwali, Bonfire night etc
To describe images of familiar situations in the past using books and begin to compare and contrast similarities and differences e.g. In homes (toys), schools and transport.</td><td colspan="2">Concepts: Choices and Changes and Growth
Past and Present
To use vocabulary linked to time: past, last year/month/week, yesterday, before, tomorrow, next etc and comment on changes.
To continue to keep a class timeline of our time in Reception.
To represent my day on a simple timeline.
To represent my life on a personal timeline.
To talk about and understand changes in my own lifetime.
To describe images of familiar situations in the past using books and begin to compare and contrast similarities and differences link to experiences with these situations e.g. choices.</td><td colspan="2">Concepts: Life and Nature and Exploration
ELG: Past and Present
- To talk about the lives of the people around me and their roles in society;
- To know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class;
- To understand the past through settings, characters and events encountered in books read in class and storytelling. ('Peepo' 'Shirley Hughes stories').</td></tr>
</table>

History Long Term Plan 2022 / 2023

Year	Term	Key Concept	Historical enquiry and intent	National Curriculum Objectives	Children will know:	Children will understand:	Children will be able to:	Vocabulary
1	**Autumn Modern History (Local study)** History of Wolstanton	**Main concepts:** **Continuity and Change** **Chronology** Secondary concepts: Evidence Similarity and difference	**How have the lives of the children at Ellison changed in the past 125years?** In this unit the children will learn about how the lives of children have changed in the past 125 years. They will discover what life was like for school children 125 years ago, looking at the Ellison school log books to assist them. This will include how the building looked both inside and out and the impact that this had on the children's learning. The children shall learn about what the children ate for lunch and the reasons behind this diet and compare this to a healthy diet of a child in 2021. They will explore the local area of Wolstanton and identify how things were 125 years ago and how they are now. As well as what physical features were in Wolstanton 125 years ago and what can we still see today? They will compare and contrast things that have changed and things that have stayed the same. This will help them to learn about the surrounding area where most of the children that attend our school live now.	❖ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ❖ significant historical events, people and places in their own locality.	**Continuity and Change** • the main changes that have happened to them and their family. (baby, starting nursery, starting school, moving house, moving class, changes due to the pandemic e.g. home schooling etc.) **Chronology** • where all people/events studied fit into a chronological framework changes that have happened in their family **Evidence**	**Continuity and Change** • that changes have happened during their own lifetime. **Chronology** that the past was different to the present. • that some aspects of the past were similar to the present day. that dates can be used to place events and artefacts in order. **Evidence**	**Continuity and Change** • recount changes that have occurred in their own lives. • suggest future changes could happen / are likely to happen in their own life • describe changes that have happened in their school locality. • Explain that people who are older will have seen more changes **Chronology** • place events and artefacts in order on a time line. • label time lines can be with words or phrases such as: past, present, older and newer. use common words and phrases relating to the passing of time: a long time ago, recently, when my parents/carers were children, years, decades and centuries can be used to describe the passing of time. **Evidence**	**now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, after, old, new, history, evidence,** sequence, museum, recently, in…, during, modern, youngest, oldest, younger, older, **next, then, historian, historical,** began, began, **diary, source, decade, chronological, artefact, event, account, recount, scale,**

History Long Term Plan 2022 / 2023

					• different types of evidence that give them information about the past. (artefacts, picture, stories, online sources and databases). • different ways the past has been represented e.g. diaries, paintings, newspapers, documents.	that you can find out about the past from sources that have been left behind.	• observe and handle evidence to ask questions and find answers to questions about the past • use artefacts, picture, stories, online sources and databases to find out about the past • identify some of the different ways the past has been represented	**timeline, similar, different,**
					Similarity and difference • how to identify similarities / differences between periods they have studied. • how to ask questions about the past	**Similarity and difference** • that there are similarities and differences between periods of time.	**Similarity and difference** • describe historical events. • make simple observations about different types of people, events, beliefs within a society	
1	**Spring Modern History (Local study)** Wedgwood	**Main concepts:** **Significance** **Chronology** Secondary concept: Evidence	**How did Josiah Wedgwood affect Staffordshire?** In this unit the children will continue to look at changes over time. They will investigate key facts about the life of Josiah Wedgwood and the significance of Josiah Wedgwood in Staffordshire as well as in the locality of the school. As a 'clay school' it is important that the children have the opportunity to learn about the significance of local potters and the impact that they had on the area. They will investigate and recognise the	❖ 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.	**Significance** • how significant people from the past have impacted upon society • how significant events from the past have impacted upon society	**Significance** • that one person can have a significant impact upon society and will have contributed to their lives now.	**Significance** • describe significant people from the past • recognise and describe special times or events for family or friends	
					Chronology • where all people/events studied fit into a chronological framework	**Chronology** that the past was different to the present.	**Chronology** • place events and artefacts in order on a time line.	

History Long Term Plan 2022 / 2023

		Similarity and difference	significance and impact of Josiah Wedgwood on the local pottery industry and beyond. The children will look at his life and that of his family and the changes that occurred during his lifetime.	❖ significant historical events, people and places in their own locality.	changes that have happened in their family	• that some aspects of the past were similar to the present day. that dates can be used to place events and artefacts in order.	• label time lines can be with words or phrases such as: past, present, older and newer. use common words and phrases relating to the passing of time: a long time ago, recently, when my parents/carers were children, years, decades and centuries can be used to describe the passing of time.	
					Evidence • different types of evidence that give them information about the past. (artefacts, picture, stories, online sources and databases). • different ways the past has been represented e.g. diaries, paintings, newspapers, documents.	**Evidence** that you can find out about the past from sources that have been left behind.	**Evidence** • observe and handle evidence to ask questions and find answers to questions about the past • use artefacts, picture, stories, online sources and databases to find out about the past identify some of the different ways the past has been represented	
					Similarity and difference how to identify similarities / differences between periods they have studied. how to ask questions about the past	**Similarity and difference** that there are similarities and differences between periods of time.	**Similarity and difference** describe historical events. make simple observations about different types of people, events, beliefs within a society	
1	**Summer Modern History**	**Main concepts:**	**Great Britain and Kenya: What similarities and differences do they share?**	❖ changes within living memory. Where	**Significance** • how significant people from the	**Significance** • that one person can have a significant	**Significance** • describe significant people from the past	

History Long Term Plan 2022 / 2023

	(British study) Queen Elizabeth II	**Significance** **Democracy** Secondary concepts: Chronology Continuity and Change Similarity and change	In this unit the children will continue to learn about changes over time. They will investigate key facts about the life of Queen Elizabeth II and the significance of Queen Elizabeth II in the United Kingdom and in the commonwealth countries, in particular, Kenya. Within their learning so far the children have focused their historical enquiry on their local community. Within this unit the children will extend their prior learning to develop their knowledge of British history. As British citizens it is important that the children have the opportunity to learn about the significance of the monarch and the impact that Queen Elizabeth II has had on the country that they live in and the wider world. They will investigate and recognise the significance and impact of Queen Elizabeth II on the British Isles and beyond. They will look at her life and that of her family: the significance of her royal reign and the changes that have occurred during this period. Looking at the reign of Queen Elizabeth II this will strengthen the children's chronological knowledge and draw on the previous concept of continuity and change while also introducing the concept of democracy.	appropriate, these should be used to reveal aspects of change in national life ❖ events beyond living memory that are significant nationally or globally ❖ 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.	past have impacted upon society how significant events from the past have impacted upon society **Democracy** • how democracy is important to ensure a fair society **Continuity and Change** the main changes that have happened to them and their family. (baby, starting nursery, starting school, moving house, moving class, changes due to the pandemic e.g. home schooling etc.) **Chronology** • where all people/events studied fit into a chronological framework	impact upon society and have contributed to their lives now. **Democracy** • that the concept of nation and a nation's history is important. **Continuity and Change** that changes have happened during their own lifetime. **Chronology** that the past was different to the present. • that some aspects of the past were similar to the present day.	• recognise and describe special times or events for family or friends **Democracy** • show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. **Continuity and Change** • recount changes that have occurred in their own lives. • suggest future changes could happen / are likely to happen in their own life • describe changes that have happened in their school locality. • Explain that people who are older will have seen more changes **Chronology** • place events and artefacts in order on a time line. • label time lines can be with words or phrases	

History Long Term Plan 2022 / 2023

					changes that have happened in their family	that dates can be used to place events and artefacts in order.	such as: past, present, older and newer. use common words and phrases relating to the passing of time: a long time ago, recently, when my parents/carers were children, years, decades and centuries can be used to describe the passing of time.	
Year	Term	Key Concept	Historical enquiry and intent	❖ National Curriculum Objectives	Children will know:	Children will understand:	Children will be able to:	Vocabulary
2	**Autumn Modern History (British study)** The Gunpowder Plot	**Main concepts:** **Reasoning** **Democracy** Secondary concept: Conflict Chronology Similarity and difference	In this unit the children will learn about this 'almost' terrible tragedy and how it has affected our lives today. They will find out about the events leading up to the gunpowder plot, why Guy Fawkes wanted to kill the king, who was involved and what happened. The significance of the event is still prominent and is recognised today with majority of children likely to be familiar with 'Bonfire Night' which will give them a base for their learning. They will also explore how the events of 1605 has had a significant impact on our society today, for example, storage under the House of Lords is no longer available! They will discover how sources of evidence can give us an understanding of the past and how they have to be reliable as nobody who lived then, lives today. The unit will help the children to understand how we might work together to ensure we live peacefully with others and how we might solve conflict without drastic actions.	❖ events beyond living memory that are significant nationally or globally ❖ 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.	**Reasoning** • the reasons why people in the past acted as they did. **Democracy** • how democracy is important to ensure a fair society • how democracy has impacted upon the ideas, beliefs, attitudes and experiences of men, women and children in the past.	**Reasoning** • that people in the past made the choices they did for reasons. **Democracy** • that the concept of nation and a nation's history is important. • the importance of democracy at different points throughout history.	**Reasoning** • give reasons why people in the past acted as they did and recognise these reasons. **Democracy** • show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. • describe the characteristic features of the past, including ideas, beliefs, attitudes and	now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, **a very long time ago, past, present, before I was born, when my parents/carers were young, before, after, old, new, history, evidence, sequence, museum, recently, in…, during, modern, youngest,**

History Long Term Plan 2022 / 2023

							experiences of men, women and children.	**oldest, younger, older, next, then, historian, historical, began, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline, similar, different,**
					Conflict • reasons for why people in the past had conflict.	**Conflict** • that individuals or groups can have differing opinions over positions, interests and values.	**Conflict** • suggest reasons why people in the past acted as they did.	
					Similarity and difference • how to identify similarities / differences between periods they have studied. • how to ask questions about the past	**Similarity and difference** • that there are similarities and differences between periods of time.	**Similarity and difference** • describe historical events. • make simple observations about different types of people, events, beliefs within a society	
					Chronology • where all people/events studied fit into a chronological framework • changes that have happened in their family	**Chronology** • that the past was different to the present. • that some aspects of the past were similar to the present day. • that dates can be used to place events and artefacts in order.	**Chronology** • place events and artefacts in order on a time line. • label time lines can be with words or phrases such as: past, present, older and newer. • use common words and phrases relating to the passing of time: a long time ago, recently, when my parents/carers were children, years, decades	

History Long Term Plan 2022 / 2023

							and centuries can be used to describe the passing of time.	
2	**Spring Modern History (Local study)** Clarice Cliff	**Main concepts:** **Significance** **Continuity and change** Secondary concepts: Evidence Chronology	**How significant is Clarice Cliff to our local area still today?** In this unit the children will explore the local pottery industry through the artist Clarice Cliff. Her colourful, hand painted and unique style was admired to be the most influential ceramics of the 20th century. The children will investigate her significance upon the success of the pottery industry within Stoke-on-Trent and the impact of her work around the world. They will also explore how the local area changed within the locality of the school and suggest ways in which her work still influences us today.	❖ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ❖ 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. ❖ significant historical events, people and places in their own locality.	**Significance** • how significant people from the past have impacted upon society • how significant events from the past have impacted upon society	**Significance** • that one person can have a significant impact upon society and will have contributed to their lives now.	**Significance** • describe significant people from the past • recognise and describe special times or events for family or friends	
					Continuity and Change • the main changes that have happened to them and their family. (baby, starting nursery, starting school, moving house, moving class, changes due to the pandemic e.g. home schooling etc.)	**Continuity and Change** • that changes have happened during their own lifetime.	**Continuity and Change** • recount changes that have occurred in their own lives. • suggest future changes could happen / are likely to happen in their own life • describe changes that have happened in their school locality. • Explain that people who are older will have seen more changes	
					Chronology • where all people/events studied fit into a chronological framework	**Chronology** that the past was different to the present.	**Chronology** • place events and artefacts in order on a time line.	

History Long Term Plan 2022 / 2023

					changes that have happened in their family	• that some aspects of the past were similar to the present day. • that dates can be used to place events and artefacts in order.	• label time lines can be with words or phrases such as: past, present, older and newer. • use common words and phrases relating to the passing of time: a long time ago, recently, when my parents/carers were children, years, decades and centuries can be used to describe the passing of time.	
					Evidence • different types of evidence that give them information about the past. (artefacts, picture, stories, online sources and databases). • different ways the past has been represented e.g. diaries, paintings, newspapers, documents.	**Evidence** • that you can find out about the past from sources that have been left behind.	**Evidence** • observe and handle evidence to ask questions and find answers to questions about the past • use artefacts, picture, stories, online sources and databases to find out about the past • identify some of the different ways the past has been represented	
2	**Summer Modern History (British study)**	**Main concepts:** **Interpretation** **Perspectives** Secondary concept:	**Would the Great Fire of London happen today?** Keeping with the focus of British history, the children will be introduced to a significant event and learn about the various viewpoints of the incident. It will give the children the opportunity to look at events from different perspectives and gain an understanding as to	❖ events beyond living memory that are significant nationally or globally ❖ the lives of significant	**Interpretation** • that interpretations of the past may vary **Perspectives** • some ways we find out about the past to understand	**Interpretation** • that sources of evidence can help historians to interpret the past **Perspectives** • that the reliability of evidence is important when	**Interpretation** • give reasons why people in the past acted as they did **Perspectives** • ask questions about evidence.	

History Long Term Plan 2022 / 2023

	The Great Fire of London	Chronology Continuity and change	the reason why people acted in the way they did and the impact this had on society, both then and now. Children will begin to investigate questions such as 'Was the Great Fire of London a positive event in British history?' where children will begin to debate the answer through their interpretation of sources of primary and secondary evidence and resulting events from the Great Fire. The children will consider the impact it had on various aspects of life such as materials used then and now for housing, how this impacted on the fire service then and resulted in our fire service today.		individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	different perspectives	researching the past.		
					Continuity and Change the main changes that have happened to them and their family. (baby, starting nursery, starting school, moving house, moving class, changes due to the pandemic e.g. home schooling etc.)	**Continuity and Change** that changes have happened during their own lifetime.	**Continuity and Change** • recount changes that have occurred in their own lives. • suggest future changes could happen / are likely to happen in their own life • describe changes that have happened in their school locality. • Explain that people who are older will have seen more changes	
					Chronology • where all people/events studied fit into a chronological framework changes that have happened in their family	**Chronology** that the past was different to the present. • that some aspects of the past were similar to the present day. that dates can be used to place events and artefacts in order.	**Chronology** • place events and artefacts in order on a time line. • label time lines can be with words or phrases such as: past, present, older and newer. use common words and phrases relating to the passing of time: a long time ago, recently, when my parents/carers were children, years, decades and centuries can be used to describe the passing of time.	

History Long Term Plan 2022 / 2023

3	**Autumn Ancient History (British study)** Ancient Stone Age, Bronze Age and Iron Age.	**Main concept:** **Duration** **Evidence** Secondary concept: Chronology Similarity and difference	**The Stone, Bronze and Iron Age: How can we use evidence to find out about this large period in history that happened so long ago?** The Stone Age is the name given to the earliest period of human culture when stone tools were first used. The primary purpose of human beings was to survive by protecting themselves from other tribes and animals, sourcing and growing food and creating shelter and homes. The children will learn that this period in history can be split into three phases, the Palaeolithic (Old Stone age), Mesolithic (Middle Stone Age and Neolithic (New Stone Age) and that evidence of their civilisation such as tools and cave paintings still exists today. Their ways of hunting evolved and it is important to study why these changes still influence us today. The Stone Age is referred to as a Prehistoric time. Prehistory means everything that happened before people started writing about things – before written records began, so all evidence comes from things left behind. The children will learn about the concept of duration and discuss the vast amount of time, humans developed. They will learn about the transition from Neolithic hunter gathers into the bronze age focusing on religion, technology and travel. The children will then discover the Iron Age and the developments made in this time period. By the time the Romans invaded Britain was inhabited by	❖ changes in Britain from the Stone Age to the Iron Age ❖ 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. ❖ note connections, contrasts and trends over time and develop the appropriate use of historical terms. ❖ regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ❖ construct informed responses that involve thoughtful selection and organisation of relevant historical information. ❖ understand how our knowledge of the past is constructed from a range of sources.	**Duration** • examples of different periods of time within history. **Evidence** • how sources of evidence need to be considered carefully to support understanding of the past **Chronology** where all people/events studied fit into a chronological framework of their studies to date.	**Duration** • that there were different periods of time in history that can be studied **Evidence** • that different sources of evidence can be used to create a better understand of the past. that some sources of evidence may be more reliable than others. **Chronology** • that chronology is the times at which past events happened in the order in which they happened.	**Duration** • give a broad overview of life in Britain from ancient until medieval times. • use common words and phrases relating to the passing of time (duration) **Evidence** • use evidence to ask questions and find answers to questions about the past. • suggest suitable sources of evidence for historical enquiries. • use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • describe different accounts of an historical event are required and explain why some of the accounts may differ. **Chronology** • place events, artefacts and historical figures on a time line using dates. • use dates and terms to describe events.	now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, after, **old, new, history, evidence, sequence, museum, recently, in…, during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline, similar, different, century,** BC/AD/CE, civilisation, **in the…century, in the…decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilisation, monarchy,** parliament,

History Long Term Plan 2022 / 2023

			a great culture.		**Similarity and difference** • how to address and sometimes devise historically valid questions about similarity and difference.	• that the concept of change over time, representing this, along with evidence, on a time line. **Similarity and difference** • that there are similarities and differences between periods of time and across different societies.	**Similarity and difference** • compare some of the times studied with those of other areas of interest around the world.	democracy, war, peace, **evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry,** perspective, empathy, conclusion, evaluate
3	**Spring Medieval History (British study)** Anglo Saxons and Scots	**Main concepts:** **Culture** **Invasion and settlement** Secondary sources: Continuity and change Chronology	**How has the invasion of the Anglo-Saxons and Scots influenced the culture of Britain?** In this unit the children will study how many communities were created through invasion and settlement within Britain. This period has had a significant influence upon British history and culture and so will be useful for pupils to develop a deepened understanding of how the past has influenced present day Britain and its culture. This period is significant and pertinent to study as it formed the basis for the British monarchy, laws and rules	❖ Britain's settlement by Anglo-Saxons and Scots ❖ 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. ❖ note connections, contrasts and trends over time and develop the appropriate use of historical terms.	**Culture** • the difference between different cultures, ideas, beliefs and attitudes. **Invasion and Settlement** • examples of periods in history where invaders have entered another country.	**Culture** • that there are and have been diverse cultures in past society. **Invasion and Settlement** • that invaders and settlers can impact upon the place where they arrive.	**Culture** • describe the social, ethnic, cultural or religious diversity of past society. • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Invasion and Settlement** • explain that invaders are an army or country that uses force to enter and take control of another country. • explain that settlers are a person or group of people	

History Long Term Plan 2022 / 2023

		Similarity and difference	and religion and will broaden further the concept of democracy and sovereignty. Through the study of the Anglo-Saxon and Scots unit pupils will study the invasion of the Anglo-Saxons in the 5th Century, where they came from as well as why and when they invaded Britain. Through the interpretation of evidence and key artefacts from the period such as the discoveries made at Sutton Hoo, pupils will act as historians to investigate Anglo-Saxon life by studying their houses, villages, craftsmanship, clothing and jewellery, food and diet and their battles and weaponry	❖ regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ❖ construct informed responses that involve thoughtful selection and organisation of relevant historical information.	• examples of periods of history where people have settled in another country. • how invaders and settlers can impact upon the people and land of where they settle	• that there is a difference between and invader and a settler.	who arrive, especially from another country, in a new place in order to live there and use the land.	
					Continuity and Change • how the building has changed over time (separate girls and boy's schools, air raid shelters, dining room demolished, old fire station now our Care Club) • why changes have happened and for what reasons.	**Continuity and Change** • that land use and buildings change over time for different reasons. • that it is important to ask questions about the past to learn.	**Continuity and Change** • describe changes that have happened in the locality of the school throughout history. • regularly address and sometimes devise historically valid questions about change.	
					Chronology • where all people/events studied fit into a chronological framework of their studies to date.	**Chronology** • that chronology is the times at which past events happened in the order in which they happened. • that the concept of change over time, representing this, along with	**Chronology** • place events, artefacts and historical figures on a time line using dates. • use dates and terms to describe events.	

History Long Term Plan 2022 / 2023

						evidence, on a time line.		
					Similarity and difference • how to address and sometimes devise historically valid questions about similarity and difference.	**Similarity and difference** • that there are similarities and differences between periods of time and across different societies.	**Similarity and difference** • compare some of the times studied with those of other areas of interest around the world.	
3	**Summer 1 Late Medieval to Early Modern History (British study)** End of Tudors – Shakespeare	**Main concepts:** **Perspectives** **Significance** Secondary concepts: Evidence Chronology Similarity and difference	**What are the different perspectives on the significance of key historical figures from the end of the Tudor Period?** The children will study this period in history because of the significant impact it has had upon British history. Following on from our unit of the Anglo-Saxons and Scots, where the children studied their influence upon British society and culture, the study of this period will be useful for pupils to develop a deepened understanding of how the past has influenced present day Britain and its culture. This period in history introduces children to various key historical figures from British history that have had a significant influence upon British culture and society. It is important for pupils to gain an understanding of when the Tudor Period was within history and an insight into the key historical figures from this period. Pupils will develop an understanding of the term 'monarchy', how 'monarchy' was decided and the changes in monarchy that occurred	❖ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ❖ Understand how our knowledge of the past is constructed from a range of sources. ❖ continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing	**Perspectives** • some ways we find out about the past to understand different perspectives	**Perspectives** • that the reliability of evidence is important when researching the past.	**Perspectives** • ask questions about evidence.	
					Significance • how to address and sometimes devise historically valid questions about significance.	**Significance** • the broad significant events of life in Britain from ancient until medieval times.	**Significance** • compare some of the times studied with those of other areas of interest around the world. • identify historically significant people and events in situations • talk about who was important from the past e.g. in a simple historical account	
					Evidence • how sources of evidence need to be considered carefully to support	**Evidence** • that different sources of evidence can be used to create a better	**Evidence** • use evidence to ask questions and find answers to questions about the past.	

History Long Term Plan 2022 / 2023

			during this period. Through this, pupils will explore the varying perspectives on the significance and influence of both King Henry VIII and Queen Elizabeth I. Pupils will develop their own perspectives of the significance of these monarchs by exploring how they came into power, how they ruled over their people and how they were viewed people during the period compared to how they are viewed now. Pupils will interpret varying sources of evidence based on the lives of these two monarchs whilst investigating key historical events from the period such as Henry VIII's marriages and the creation of the Church of England, the significance of the 'Act of Supremacy' and the role of Queen Elizabeth I in 'The Golden Age'. Through the conceptual lenses of 'perspectives' and 'significance' pupils will identify, discuss and explore the varying viewpoints on the importance and influence of these two infamous British monarchs. Similarly, through the study of these two conceptual lenses pupils will identify, discuss and explore the varying viewpoints and influence of Sir William Shakespeare and Sir Walter Raleigh upon British history and begin to develop their own perspectives of how these two historical figures have impacted British society today. As a Royal Shakespeare school, it is important for the pupils to develop a broad understanding of who he is and why he is important to modern society through the study of his life, his time in London and 'The Globe' and his works.	clear narratives within and across the periods they study. ❖ note connections, contrasts and trends over time and develop the appropriate use of historical terms. ❖ regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ❖ construct informed responses that involve thoughtful selection and organisation of relevant historical information.	understanding of the past **Chronology** • where all people/events studied fit into a chronological framework of their studies to date. **Similarity and difference** • how to address and sometimes devise historically	understand of the past. • that some sources of evidence may be more reliable than others. **Chronology** • that chronology is the times at which past events happened in the order in which they happened. • that the concept of change over time, representing this, along with evidence, on a time line. **Similarity and difference** • that there are similarities	• suggest suitable sources of evidence for historical enquiries. • use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. describe different accounts of an historical event are required and explain why some of the accounts may differ. **Chronology** • place events, artefacts and historical figures on a time line using dates. • use dates and terms to describe events. **Similarity and difference** • compare some of the times studied with those of other areas	

History Long Term Plan 2022 / 2023

					valid questions about similarity and difference.	and differences between periods of time and across different societies.	of interest around the world.	

Year	Term	Key Concept	Historical enquiry and intent	National Curriculum Objectives	Children will know:	Children will understand:	Children will be able to:	Vocabulary
4	**Autumn Ancient History (World study)** Ancient Egyptians	**Main concept:** **Evidence** **Culture** Secondary concept: Chronology Cause and Consequence Similarity and difference	**Can we trust evidence about an ancient civilisation that existed over 5000 years ago?** During this unit the children will gain an understanding of how Ancient Egyptian society spans over 3000 years of recorded history from around 3000 BC to 30 BC. During this time, the civilisation was responsible for some of the most influential inventions and discoveries in history. Egypt retained a distinctive and continuous civilisation which created a developed system of writing (including hieroglyphics) Mathematics, Astronomy and Medicine. The children will explore Egyptian architecture including temples, pyramids and	❖ the achievements of the earliest civilizations ❖ note connections, contrasts and trends over time and develop the appropriate use of historical terms. ❖ regularly address and sometimes devise historically valid questions about change, cause,	**Evidence** how sources of evidence need to be considered carefully to support understanding of the past **Culture** • the difference between different	**Evidence** • that different sources of evidence can be used to create a better understand of the past. • that some sources of evidence may be more reliable than others. **Culture**	**Evidence** • use evidence to ask questions and find answers to questions about the past. • suggest suitable sources of evidence for historical enquiries. • use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. describe different accounts of an historical event are required and explain why some of the accounts may differ. **Culture** • describe the social, ethnic, cultural or	now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, **after, old, new, history, evidence, sequence, museum, recently, in…, during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, began, diary, source, decade, chronological, artefact, event, account, recount, scale,**

History Long Term Plan 2022 / 2023

			statues, many of which are still intact today and link this to how historians are able to piece together the past from the evidence that has been left behind. They will investigate the archaeological discovery of the Rosetta Stone by Napoleon's soldiers in 1798 and understand that this was a key event as this enabled us to decipher their inscriptions and writing so that we could learn about their society and culture. The children will explore primary and secondary sources of evidence, linking this to the reliability/ validity of evidence and whether evidence can always be trusted. They will also discover what made their culture so unique and draw parallels with how we live today.	❖ similarity and difference, and significance. ❖ construct informed responses that involve thoughtful selection and organisation of relevant historical information. understand how our knowledge of the past is constructed from a range of sources.	cultures, ideas, beliefs and attitudes.	• that there are and have been diverse cultures in past society.	religious diversity of past society. • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	**timeline, similar, different, century,** BC/AD/CE, civilisation, **in the…century, in the…decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilisation, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy,** conclusion, evaluate
					Chronology • where all people/events studied fit into a chronological framework of their studies to date.	**Chronology** • that chronology is the times at which past events happened in the order in which they happened. • that the concept of change over time, representing this, along with evidence, on a time line.	**Chronology** • place events, artefacts and historical figures on a time line using dates. • use dates and terms to describe events.	
					Cause and consequence • how to address and sometimes devise historically valid questions about cause and consequence.	**Cause and consequence** • that actions will create consequences.	**Cause and consequence** • describe how aspects of history influence how we act and live today.	
					Similarity and difference • how to address and sometimes devise historically valid questions about	**Similarity and difference** • that there are similarities and differences between periods of time and across different societies.	**Similarity and difference** • compare some of the times studied with those of other areas of interest around the world.	

History Long Term Plan 2022 / 2023

					similarity and difference.			

Year	Term	Key Concept	Historical enquiry and intent	National Curriculum Objectives	Children will know:	Children will understand:	Children will be able to:	Vocabulary
4	**Spring** **Medieval History** **(British/Local Study)** Anglo Saxons and Vikings (to 1066)	**Main concept:** **Culture** **Interpretation** **Evidence** Secondary concept: Chronology Invasion and settlement	**Can it be said that the invasion of Britain by the Anglo Saxons and the Vikings had a negative impact upon our culture?** Before the start of the 5th century, England was under Roman control however, around 410 AD this came to an end and there were successions of raids by invaders from all sides of the English isles. The Anglo-Saxon's whom started to colonise Britain established themselves as the foremost power in the British Isles and the conquered areas slowly became known as England. The Vikings were known for raiding and trading from their homelands across wide areas of northern, central and Eastern Europe, during the late 8th to late 11th centuries – this has now become known as "The Viking Age". The children will learn that the Vikings	• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • 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. • note connections, contrasts and trends over time and develop the appropriate use of historical terms. • regularly address and sometimes devise historically valid	**Culture** • the difference between different cultures, ideas, beliefs and attitudes. **Interpretation** • how to address and sometimes devise historically valid questions to make interpretations of the past	**Culture** • that there are and have been diverse cultures in past society. **Interpretation** that more than one source of evidence should be used for a historical enquiry in order to gain a more accurate understanding of the past.	**Culture** • describe the social, ethnic, cultural or religious diversity of past society. • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • **Interpretation** • use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology can be used. • use English, maths and computing skills to a good standard in order to	now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, **after, old, new, history, evidence, sequence, museum, recently, in…, during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline, similar, different, century,** BC/AD/CE, civilisation, **in the…century, in**

History Long Term Plan 2022 / 2023

		Similarity and difference	carried out many raids on Anglo-Saxon Britain – the first recorded raid was in 793. The successful invasions of mainland Britain ended with the Norman victory at the Battle of Hasting in 1066. During this unit they will explore the cultures of both Anglo-Saxons and Vikings, how this was adopted by the places they invaded and settled and how evidence of their way of life still exists today. Through questions such as; "were all Viking's vicious?' the children will explore the concept of interpretation and link this to their previous learning surrounding sources of evidence. The children will draw parallels between the Viking culture and their today, suggesting both similarities and differences in the lives of men, women and children.	questions about change, cause, similarity and difference, and significance. • construct informed responses that involve thoughtful selection and organisation of relevant historical information.	• connections, contrasts and trends over time		communicate information about the past. • describe certain sources of evidence that are suitable for historical enquiries. • describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • use different accounts of an historical event and explain why some of the accounts may differ. • suggest causes and consequences of some of the main events and changes in history.	**the…decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilisation, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy,** conclusion, evaluate
					Evidence • how sources of evidence need to be considered carefully to support understanding of the past	**Evidence** • that different sources of evidence can be used to create a better understand	**Evidence** • use evidence to ask questions and find answers to questions about the past. • suggest suitable sources of evidence for historical enquiries.	

History Long Term Plan 2022 / 2023

						of the past. • that some sources of evidence may be more reliable than others.	• use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • describe different accounts of an historical event are required and explain why some of the accounts may differ.	
					*Please see History Curriculum Overview and Progression document for the Secondary concepts key Knowledge skills and understanding - Chronology, Invasion and settlement, Similarity and difference.			

Year	Term	Key Concept	Historical enquiry and intent	National Curriculum Objectives	Children will know:	Children will understand:	Children will be able to:	Vocabulary
4	**Summer 1** **Modern History** **(Local study)** 1760 -1850 Industrial revolution to the Victorians (until 1901)	**Main concepts:** **Cause and consequence** **Continuity and change**	**Has the pottery industry had a lasting impact upon our local area?** Stoke-on-Trent has been shaped by the pottery industry for over 300 years and is affectionately known the world over as 'The Potteries'. From about 1750 changes began to take place in the British pottery industry which resulted in it becoming a major	❖ a local history study ❖ continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and	**Cause and consequence** • how to address and sometimes devise historically valid questions about cause and consequence. **Continuity and change**	**Cause and consequence** • that actions will create consequences. **Continuity and Change**	**Cause and consequence** • describe how aspects of history influence how we act and live today. **Continuity and Change**	now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, **after, old, new, history, evidence, sequence,**

History Long Term Plan 2022 / 2023

		Secondary concepts: Chronology Evidence Similarity and difference	factory-based industry. Most of the changes were inspired by Josiah Wedgwood in North Staffordshire. It was here that geology; the availability of water, coal and clay combined to create the world centre of ceramic production as we know it. The children will learn that in their local area the vast majority of the population were either potters or colliers and the challenges that the working class had to avoid the workhouse at all costs. The children will explore the rapid changes to the local area and how this success was a double-edge sword. Ill health was widespread with diseases like 'potter's rot' caused by the use of lead glazes. At the start of the 20th century, over two thousand bottle kilns throughout the city created a permanent haze of smoke and pollution over the area. Furthermore, there was an extensive use of children in the pottery industry, in some cases from the age of six, working long hours in appalling conditions. The children will compare their lives today to the life a child who worked in the pottery industry, learn how the pottery industry effected the area that they live in today and how the decline of the pottery industry has had both a positive and negative impact upon the six towns of Stoke-on-Trent.	across the periods they study. ❖ note connections, contrasts and trends over time and develop the appropriate use of historical terms. ❖ regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ❖ construct informed responses that involve thoughtful selection and organisation of relevant historical information.	• how the building has changed over time (separate girls and boy's schools, air raid shelters, dining room demolished, old fire station now our Care Club) • why changes have happened and for what reasons.	• that land use and buildings change over time for different reasons. • that it is important to ask questions about the past to learn.	• describe changes that have happened in the locality of the school throughout history. • regularly address and sometimes devise historically valid questions about change.	**museum, recently, in…, during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline, similar, different, century,** BC/AD/CE, civilisation, **in the…century, in the…decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilisation, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy,** conclusion, evaluate
					*Please see History Curriculum Overview and Progression document for the Secondary concepts key Knowledge skills and understanding - Chronology, Evidence, Similarity and difference.			

History Long Term Plan 2022 / 2023

Year	Term	Key Concept	Historical enquiry and intent	❖ National Curriculum Objectives	Children will know:	Children will understand:	Children will be able to:	Vocabulary
5	**Autumn** **Ancient History** **(World Study)** Ancient Roman Empire	**Main concepts:** **Cause and consequence** **Evidence** Secondary concepts:	**Did the Romans have a positive influence upon Britain today?** In this unit the children will learn about how the Romans influenced and changed the way Britain's lived and worked. They will find out about why the Romans invaded Britain and how the invasion of Britain had a significant impact on the primitive British society. The children will explore sources of evidence and how both primary and secondary sources of	❖ the Roman Empire and its impact on Britain ❖ 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. ❖ note connections, contrasts and trends	**Cause and consequence** • how to address and sometimes devise historically valid questions about cause and consequence. **Evidence** • how to seek out and	**Cause and consequence** • that actions will create consequences. **Evidence** • that no single	**Cause and consequence** • describe how aspects of history influence how we act and live today. **Evidence** • use sources of evidence to	now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, **before, after, old, new, history, evidence, sequence, museum, recently, in…, during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline, similar, different, century, BC/AD/CE, civilisation, in the…century, in the…decade, first-**

History Long Term Plan 2022 / 2023

		Culture Chronology Duration Similarity and difference	information can give us an understanding of the past. They will build upon previous learning linked to the interpretation of evidence and reflect upon differencing historical opinions, evaluating these for bias. The children will explain their thoughts and ideas on how and why the Romans invaded Britain, demonstrating how their impact may have had a positive or negative outcome on society both in the past and now.	over time and develop the appropriate use of historical terms. ❖ regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ❖ construct informed responses that involve thoughtful selection and organisation of relevant historical information. ❖ understand how our knowledge of the past is constructed from a range of sources.	analyse a wide range of evidence in order to justify claims about the past.	source of evidence gives the full answer to questions about the past	deduce information about the past. • use sources of evidence to form testable hypotheses about the past. • show an awareness of the concept of 'propaganda' and how historians must understand the social context of evidence studied. • refine lines of enquiry as appropriate to form ideas about the past.	**hand account, era, date, time period, Roman times etc., chronology, chronologically, change civilisation, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate, ,change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, bias, source, reliability, hypothesis, interpretation, analyse, refine,** critically, immigration, **cause, consequence, similarity, difference, valid, reliability, trends**
					Please see History Curriculum Overview and Progression document for the Secondary concepts key Knowledge skills and understanding - Chronology, Culture, Duration, Similarity and difference.			

History Long Term Plan 2022 / 2023

Year	Term	Key Concept	Historical enquiry and intent	National Curriculum Objectives	Children will know:	Children will understand:	Children will be able to:	Vocabulary
5	**Spring** **Medieval History** **(Local/British study)** Tudors – Battle of Roses 1485 – Early Tudor Monarch (Change of Power)	**Main concept:** **Perspectives** **Conflict** Secondary concept: Chronology Continuity and change Similarity and difference	**How did the Tudors come into power?** In this unit the children will learn about how the Tudors came to power and how peace was restored in England. They will also find out about the main events and people that played a pivotal role in the War of the Roses and why they were significant. The children will explore the effects of the conflict of the civil war and how it eventually united a nation. Through the study of the Tudors the children will gain an understanding of historical perspective; using more than one source of evidence to gain an accurate understanding of the civil war. They will discover how the Tudors came to power and explore how Britain was impacted by the changes that Tudor rule brought with it.	❖ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ❖ 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. ❖ note connections, contrasts and trends over time and develop the appropriate use of historical terms. ❖ regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	**Perspectives** • how to address and sometimes devise historically valid questions with regards to perspectives. **Conflict** • there is a concept of nation and	**Perspectives** • choose and use parts of stories and other sources to show understanding **Conflict** • that reasons for why wars happened can	**Perspectives** • use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. • use different accounts of an historical event are required and explain why some of the accounts may differ • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. **Conflict** • describe the causes and main	now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, **before, after, old, new, history, evidence, sequence, museum, recently, in…, during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline, similar, different, century, BC/AD/CE, civilisation, in the…century, in the…decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change civilisation, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion,**

History Long Term Plan 2022 / 2023

				❖ construct informed responses that involve thoughtful selection and organisation of relevant historical information. ❖ understand how our knowledge of the past is constructed from a range of sources.	a nation's history.	help us to understand and prevent future wars;	events of a period of time that impact upon a Local area. • make connections and identify trends over time.	**evaluate, ,change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, bias, source, reliability, hypothesis, interpretation, analyse, refine,** critically, immigration, **cause, consequence, similarity, difference, valid, reliability, trends**
					Please see History Curriculum Overview and Progression document for the Secondary concepts key Knowledge skills and understanding –, Chronology, Continuity and Change, Similarity and difference.			

Year	Term	Key Concept	Historical enquiry and intent	National Curriculum Objectives	Children will know:	Children will understand:	Children will be able to:	Vocabulary
5	**Summer 1** **Modern History** **(Local/British/ World)** World War 2	**Main concepts:** **Evidence** **Perspective**	**To what extent did World War II impact and change Newcastle-under-Lyme?** In this unit the children will learn about the impact of the Second World War upon their local area. As well as	❖ continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within	**Evidence** • how to seek out and analyse a wide range of evidence in order to justify claims about the past.	**Evidence** • that no single source of evidence gives the full answer to questions about the past	**Evidence** • use sources of evidence to deduce information about the past. • use sources of evidence to form testable hypotheses about the past.	now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, **before, after, old,**

History Long Term Plan 2022 / 2023

		Conflict Secondary concepts: Continuity and change Chronology Similarity and difference	discovering the main events of World War II they will develop an understanding of the term propaganda and link this to differing accounts of the past and create their own historical opinions based upon evidence from the time period. The children will explore how the conflict impacted upon Newcastle-Under-Lyme and what changes occurred due to this as well as exploring the impact upon the country as a whole. The chronology of events leading up to the start of the conflict will be explored as well as how these events fit into a wider context. By understanding the conflict, the children will be able to understand how future conflicts can be prevented and provide them with a more detailed understanding of our nations identity and place within the wider world today.	and across the periods they study. ❖ note connections, contrasts and trends over time and develop the appropriate use of historical terms. ❖ regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ❖ construct informed responses that involve thoughtful selection and organisation of relevant historical information. ❖ understand how our knowledge of the past is constructed from a range of sources.	**Perspectives** • how to address and sometimes devise historically valid questions with regards to perspectives.	**Perspectives** • choose and use parts of stories and other sources to show understanding	• show an awareness of the concept of 'propaganda' and how historians must understand the social context of evidence studied. • refine lines of enquiry as appropriate to form ideas about the past. **Perspectives** • use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. • use different accounts of an historical event are required and explain why some of the accounts may differ • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.	**new, history, evidence, sequence, museum, recently, in…, during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline, similar, different, century, BC/AD/CE, civilisation, in the…century, in the…decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change civilisation, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline,**

History Long Term Plan 2022 / 2023

					Please see History Curriculum Overview and Progression document for the Secondary concepts key Knowledge skills and understanding - Chronology, Evidence, Similarity and difference.	**(line of) enquiry, perspective, empathy, conclusion, evaluate, ,change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, bias, source, reliability, hypothesis, interpretation, analyse, refine,** critically, immigration, **cause, consequence, similarity, difference, valid, reliability, trends**

Year	Term	Key Concept	Historical enquiry and intent	National Curriculum Objectives	Children will know:	Children will understand:	Children can will be able to:	Vocabulary
6	**Autumn** **Ancient History** **(World Study)** Ancient Greece	**Concept:** **Democracy** **Evidence**	**The Ancient Greeks: How have they impacted our lives today?** The Ancient Greeks lived from approximately 800BC to 31 BC. This time period overlapped with the Roman Empire which resulted in similarities between civilisations but also many differences. This knowledge will help	• Ancient Greece – a study of Greek life and achievements and their influence on the western world • continue to develop a chronologically secure knowledge and understanding	**Democracy** • how democracy has impacted upon the ideas, beliefs, attitudes and experiences of men, women and children in the past.	**Democracy** • the importance of democracy at different points throughout history.	**Democracy** • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of	now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, **before, after, old, new, history, evidence, sequence, museum, recently, in…, during, modern, youngest, oldest, younger, older,**

History Long Term Plan 2022 / 2023

		Reasoning Secondary concepts: Culture Chronology Similarity and difference	the children to understand that time periods overlap and are not necessarily a consecutive chain following on from each other. The Ancient Greek civilisation still influences us today and has impacted the way in which we live in the modern world. In this unit the children will learn about how the Ancient Greeks lived, learned and thought. They will find out about the advances that they made in sport, theatre, literature and philosophy and how this impacted upon the wider world. The children will discover how sources of evidence can give us an understanding of the past as well as explore the concept of Democracy which originated in Athens in Ancient Greece. Their democratic system has many significant similarities to our modern UK democratic process which have developed overtime to become more inclusive. This will help the children to understand how our modern democratic process and how lifestyles have been shaped by this ancient civilisation.	of British, local and world history, establishing clear narratives within and across the periods they study. • note connections, contrasts and trends over time and develop the appropriate use of historical terms. • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • construct informed responses that involve thoughtful selection and organisation of relevant historical information. • understand how our knowledge of the past is constructed	**Evidence** • how to seek out and analyse a wide range of evidence in order to justify claims about the past. **Reasoning**	**Evidence** • that no single source of evidence gives the full answer to questions about the past **Reasoning**	men, women and children. **Evidence** • use sources of evidence to deduce information about the past. • use sources of evidence to form testable hypotheses about the past. • show an awareness of the concept of 'propaganda' and how historians must understand the social context of evidence studied. • refine lines of enquiry as appropriate to form ideas about the past. **Reasoning**	**next, then, historian, historical, began, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline, similar, different, century, BC/AD/CE, civilisation, in the…century, in the…decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change civilisation, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate, ,change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, bias, source, reliability, hypothesis, interpretation, analyse, refine, critically, immigration, cause, consequence, similarity, difference, valid, reliability, trends**

History Long Term Plan 2022 / 2023

				from a range of sources.	• connections, contrasts and trends over time • how to address and sometimes devise historically valid questions to support their reasonings about the past	• that sources of information can be used to form testable hypotheses about the past.	• select suitable sources of evidence, giving reasons for choices. • seek out and analyse a wide range of evidence in order to justify claims about the past.	
					Please see History Curriculum Overview and Progression document for the Secondary concepts key Knowledge skills and understanding – Culture, Chronology, Similarity and difference.			

Year	Term	Key Concept	Historical enquiry and intent	National Curriculum Objectives	Children will know:	Children will understand:	Children will be able to:	Vocabulary
6	**Spring** **Medieval History**	**Concept:** **Empathy** **Culture**	How significant was the Early Islamic Civilisation?	• a non-European society that provides contrasts with British history	**Significance** • how religion, culture and beliefs can be significant in a civilisation.	**Significance** • that the significance of religion, culture and beliefs can have a	**Significance** • describe the social, ethnic, cultural or religious	now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when

History Long Term Plan 2022 / 2023

	(World study) Islamic Civilisation	**Chronology** Secondary concept: Evidence Similarity and difference	In this unit, children will learn about the origins of the Islamic faith and the significant advancements made in mathematics and medicine. They will explore the culture of a non-European civilisation and compare and contrast life to Europe at this time (previously studied in year 3 and 4). They will explore how civilisations build on and take ideas from other civilisations by exploring how ideas from Ancient Greece were explored.	• 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. • note connections, contrasts and trends over time and develop the appropriate use of historical terms. • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • construct informed responses that involve thoughtful selection and organisation of relevant historical information. • understand how our knowledge of the past		lasting impact upon future civilisations.	diversity of past society.	my parents/carers were young, **before, after, old, new, history, evidence, sequence, museum, recently, in…, during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline, similar, different, century, BC/AD/CE, civilisation, in the…century, in the…decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change civilisation, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate, ,change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, bias, source, reliability, hypothesis, interpretation, analyse, refine, critically, immigration, cause, consequence,**
					Culture • how to address and sometimes devise historically valid questions about similarity and difference with a particular focus upon culture.	**Culture** • that past societies had their own unique social, ethnic, cultural or religious ideas, beliefs and attitudes.	**Culture** • describe the social, ethnic, cultural or religious diversity of past society. • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children	
					Chronology • a broad overview of life in Britain from medieval until the Tudor and Stuarts times.	**Chronology** • that the concepts of continuity and change over time, representing this, along with evidence, on a time line. • that the order in which things happened can help them to make connections	**Chronology** • use dates and terms accurately in describing events. • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.	

History Long Term Plan 2022 / 2023

				is constructed from a range of sources.		between events in the past and future events.	• describe / make links between main events, situations and changes within and across different periods/societies • use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.	**similarity, difference, valid, reliability, trends**
					Please see History Curriculum Overview and Progression document for the Secondary concepts key Knowledge skills and understanding – Evidence, Similarity and difference.			

Year	Term	Key Concept	Historical enquiry and intent	National Curriculum Objectives	Children will know:	Children will understand:	Children will be able to:	Vocabulary

History Long Term Plan 2022 / 2023

6	**Summer 1** **Modern History** **(Local/British/World)** Equality over time- Apartheid, Nelson Mandala, Martin Luther King Suffragettes- right to vote, equality to pay	**Main concepts: Contestability** **Empathy** **Perspective** **Secondary concepts:** Evidence Democracy Conflict Reasoning Chronology Continuity and change (This unit draws upon the majority of concepts taught throughout the learning). Similarity and Difference	**Equality: How have the experiences of different groups in our society changed over time?** In this unit, children will reflect on their previous learning around different time periods with a focus on how equality has changed. They will explore the different perspectives about gender equality through time and key periods of change such as women getting the vote. They will also explore racial inequality and key people who brought about change. The children will use a range of evidence that shows different perspectives and discover how to investigate different version or ideas of events in the past. Throughout the unit, children will empathise with different people and viewpoints.	• 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. • note connections, contrasts and trends over time and develop the appropriate use of historical terms. • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • construct informed responses that involve thoughtful selection and organisation of relevant historical information.	**Perspective** • how to address and sometimes devise historically valid questions with regards to perspectives. **Contestability** • the order in which things happened to help them make connections	**Perspective** • choose and use parts of stories and other sources to show understanding **Contestability** • that different versions of the past may exist, giving	**Perspective** • use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. • use different accounts of an historical event are required and explain why some of the accounts may differ • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. **Contestability** • describe the social, ethnic, cultural or religious	now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, **before, after, old, new, history, evidence, sequence, museum, recently, in…, during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline, similar, different, century, BC/AD/CE, civilisation, in the…century, in the…decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change civilisation, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies,**

History Long Term Plan 2022 / 2023

				• understand how our knowledge of the past is constructed from a range of sources.	between events in the past and future	some reasons for this • that some of the times studied can be compared with those of the other areas of interest around the world.	diversity of past society. • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • note connections, contrasts and trends over time	**reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate, ,change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, bias, source, reliability, hypothesis, interpretation, analyse, refine, critically, immigration, cause, consequence, similarity, difference, valid, reliability, trends**
					Empathy • how to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	**Empathy** • that they can construct informed responses to social, ethnic, cultural or religious diversity of past society by reflecting upon evidence presented	**Empathy** • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children	
					Please see History Curriculum Overview and Progression document for the Secondary concepts key Knowledge, skills and understanding – (Please note - This unit draws upon the majority of concepts taught throughout the learning) - Similarity and Difference Evidence, Democracy, Conflict, Reasoning, Chronology, Continuity and Change.			

History Long Term Plan 2022 / 2023