

History Long Term Plan 2021-2022

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 3 | | Ancient Egypt | | Iron Age to Stone Age | | Romans |
| Year 4 | | The Tudors | | Crime and Punishment | | Ancient Greeks |
| Year 5 | Saxons and Vikings | | Leisure and Entertainment | | | Railways |
| Year 6 | | The Victorians | | Islamic Civilisation | World War 11 | |

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| Year 3 | | Ancient Egypt | | Iron Age to Stone Age | | Romans |
| National Curriculum Statement/s | | <p>Who were the Ancient Egyptians? - I can find out about ancient Egyptian life by looking at artefacts.</p> <p>What was life like in Ancient Egypt?-I can understand what was important to people during ancient Egyptian times.</p> <p>Mummies- I can understand and explain</p> | | <p>Surviving the Stone Age- I can understand what humans needed for survival in the Stone Age.</p> <p>Skara Brae- I can understand what was found at Skara Brae and why it is important.</p> <p>Copper Mining- I can understand what copper mining meant to the</p> | | <p>The invasions- I can explain the spread of the Roman empire and recall key facts about the invasion of Britain.</p> <p>Roman Roads- I can understand why the Romans built new roads in Britain, know where some of the main roads ran to and</p> |

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| | | <p>the ancient Egyptian ritual of mummification.</p> <p>Tutankhamun- I can understand how evidence can give us different answers about the past.</p> <p>Hieroglyphics- I can compare and contrast the Egyptian writing with my own.</p> <p>Egyptian Gods- I can compare and contrast the powers of different Egyptian gods.</p> | | <p>people of the Bronze Age.</p> <p>Stonehenge- I can understand how evidence about Stonehenge can give us different answers about the past.</p> <p>Hillforts- I can understand how and why hillforts were developed in the Iron Age.</p> <p>The Druids- I can understand how evidence about Druids can give us answers about the past.</p> | | <p>from and how the roads were made.</p> <p>Boudicca's Rebellion- I can understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made.</p> <p>Hadrian's Wall- I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.</p> <p>Gods and Goddesses- I can understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.</p> <p>Roman Baths- I can explain what the Roman baths were and know about the different amenities they contained.</p> |
| Year 4 | | The Tudors | | Crime and Punishment | | Ancient Greeks |

| National Curriculum Statement/s | | <p>War of the Roses- I can question how the Tudors came to rule Britain in 1066.</p> <p>Henry VIII- I can understand why King Henry VIII is an important king in English History.</p> <p>Henry V111 and his six wives- I can understand why King Henry V111 wanted an heir.</p> <p>Breaking with Rome-I can understand why Henry VIII was important in creating the Church of England.</p> <p>Edward VI, Mary I and Elizabeth I I can understand how important Henry VIII's children were to Britain.</p> <p>How did the Tudors affect society in Brotain?</p> | | <p>The Roman Legacy- I can understand some of the terms used in crime and punishment. I can find out about what the Romans believed about crime and punishment.</p> <p>Anglo-Saxon Laws and Justice- I can find out how the legal system worked in Anglo-Saxon Britain. I can compare both the modern British and Roman justice system with that of the Anglo-Saxons.</p> <p>The Torturing Tudors- I can find out about different punishment methods that were popular during the Tudor period.</p> <p>The Highway Man: Hero or Villain?- I can find out about the life of Dick Turpin based on historical sources.</p> <p>Victorian Prisons- I can understand the experiences of Victorian prisoners.</p> <p>Through the Ages- I can reflect on what I have learnt about the</p> | | <p>Who were the Ancient Greeks?- I can explain how and why empires grow. I can explain the chronology of a timeline.</p> <p>Ancient Greek Democracy- I can explain how the political system worked in Ancient Greece. I can compare this system with other political systems.</p> <p>Ancient Greek Olympics- I can learn about the past from sources including art.</p> <p>The Battle of Marathon- I can compare different city-states and recall facts about the Battle of Marathon.</p> <p>Greek God and Goddesses- I can find out about Ancient Greek gods and goddesses and am able to use this</p> |
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| | | | | history of crime and punishment in Britain. I can compare modern methods of crime prevention and detection with what existed in the past. | | knowledge to plan my own Greek myth. The Trojan War- I can use a range of sources to find out about the past and then present my findings. |
| Year 5 | Saxons and Vikings | | Leisure and Entertainment | | | Railways |
| National Curriculum Statement/s | <p>Viking Raiders and Invaders- I can explain when, where the Vikings came from, and why they raided Britain.</p> <p>Anglo-Saxon Kings- I can compare the significance of Anglo-Saxon kings during the Viking period.</p> <p>Dane Geld- I can explain who King Ethelred 11 was and say when and why Dane Geld was introduced.</p> <p>Viking Life- I can identify and explain key aspects of Viking life.</p> <p>Laws and Justice- I can explain how the legal system worked</p> | | <p>At the Movies- I can understand how cinema changed over the 20th century.</p> <p>The Beautiful Game- I can understand how and why football changed over the 20th century.</p> <p>The Swinging Sixties- I can understand how young people's lives were different in the 1960's compared with today.</p> <p>Holiday Camps- I can understand why Holiday Camps became popular in Britain.</p> <p>Television- I can understand how important television had been to British people.</p> | | | <p>The Earliest Railways and Locomotives- I can describe how the first trains and railways were developed and compose a timeline of important events in history of rail travel.</p> <p>The Wonder of Steam Locomotives- I can explain why some steam locomotives are historically significant, say how and why steam locomotives changed over time and describe similarities and differences of different steam locomotives.</p> |

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| | <p>in Anglo-Saxon Britain.</p> <p>The Last Anglo-Saxon Kings- I can explain how the last Anglo-Saxon kings shaped Britain.</p> | | <p>Technology- I can see how changes in 20th century technology affect our lives today.</p> | | | <p>The Growth of Britains Railway Lines- I can describe how and why the railway network in Britain grew and changed over time.</p> <p>Railway Art - I can identify different features within a piece of artwork and explain what the artist was trying to tell us about life on the railways in the past.</p> <p>The Impact of the Railways- I can find out about and debate positive and negative impact of the first railways on different aspects of society.</p> <p>Locomotive Technology- I can describe the technology of different locomotives and explain how and why they have changed over time.</p> |
| Year 6 | The Victorians | | | Islamic Civilisation | World War 11 | |

| National Curriculum Statement/s | <p>Who were the Victorians?- I can put the Victorian period into historical context. I can use historical sources to find out about the Victorian period</p> <p>Childhood during the Victorian Age. What was it really like at work?- I can use several sources to gather information. I can compare life for a child in Victorian times and the present day. I understand the cause and effect that helped to create this situation.</p> <p>If life was so hard for people living in the factory towns, why then did so many people move there? - I can explain a range of reasons why people moved to the towns in the 19th century.</p> | | | <p>The Importance of Baghdad- I can find out about Baghdad's role in the early Islamic civilisation.</p> <p>The House of Wisdom- I can find out about the House of Wisdom and how it became a centre for learning.</p> <p>Discovery and Learning- I can explain some of the significant discoveries and studied which were led by early Islamic scholars and evaluate the impact they made to the wider world.</p> <p>The First Four Caliphs- I can describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph.</p> <p>Islamic Art- I can identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques.</p> | <p>The Outbreak of War- I can explain why World War 11 began and order events from early World War 11 on a timeline.</p> <p>Evacuation- I can write a letter in role as an evacuee from World War 11.</p> <p>Rationing- I can describe how people's diets were different from World War 11 and answer questions about the implementation of rationing.</p> <p>The Role of Women- I can find out about women's wartime jobs and describe what they entailed in detail.</p> <p>The Holocaust- I can explain what the Holocaust was and describe some events that happened.</p> <p>Key Events- I can describe what</p> | |
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| | <p>I have grouped these reasons into simple categories.</p> <p>I understand that family members would feel differently.</p> <p>I have tried to empathise with family members.</p> <p>A time of inventors.</p> <p>Whose invention would you put your money on?- I have a better knowledge of the types of inventions that took place during the Victorian era.</p> <p>I can explain how inventions changed the lives of Victorians.</p> <p>I can consider the impact of the invention today.</p> <p>Should we remember Victorian times as a Golden Age of tremendous change for the better, or a Dark Age of human suffering?</p> | | | <p>Trade and Power- I can identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume.</p> | <p>happened during some key events from World War 11 and order events on a timeline.</p> | |
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