



## HISTORY LONG TERM PLAN

	AUTUMN 2	SPRING 2	SUMMER 2
YEAR ONE	<p><u>Big Question</u> What happens when we grow up?</p> <p><u>Area of learning:</u> When I grow up</p> <p><u>Focus:</u> Understanding the events that happen in our lives as we grow up.</p> <p><u>NC Links:</u> -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p><u>Big Question</u> Can I identify changes within living memory?</p> <p><u>Area of learning:</u> Changes within living memory</p> <p><u>Focus:</u> How toys have changed through the years.</p> <p><u>NC Links:</u> -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.</p>	<p><u>Big Question</u> Can I identify changes beyond living memory?</p> <p><u>Area of learning:</u> Changes beyond living memory</p> <p><u>Focus:</u> The Great Fire of London</p> <p><u>NC Links:</u> - 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.</p>
YEAR TWO	<p><u>Big Question</u> What can we find out about the lives of Florence Nightingale and Mary Seacole?</p> <p><u>Area of learning:</u> Significant individuals who have contributed to national and international achievements. Compare different aspects of their lives</p> <p><u>Focus:</u> Florence Nightingale and Mary Seacole.</p> <p><u>NC Links:</u></p>	<p><u>Big Question</u> What happened in World War I and who was Walter Tull?</p> <p><u>Area of learning:</u> Significant historical events-</p> <p><u>Focus</u> World War I and Walter Tull</p> <p><u>NC Links:</u> -To develop an awareness of the past and identify</p>	<p><u>Big Question</u> How is St John's a significant place in our locality?</p> <p><u>Area of learning:</u> Significant historical places in the locality.</p> <p><u>Focus:</u> Study St John's Church (12th Century).</p> <p><u>NC Links:</u> - Learn about significant places in the</p>



	<ul style="list-style-type: none"> <li>- Learn about the lives of significant individuals who have contributed to national and international achievements.</li> <li>-Identify similarities and differences between ways of life in different periods</li> <li>-Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> </ul>	<p>similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past</p> <ul style="list-style-type: none"> <li>-To find out about events beyond living memory that are significant globally and nationally</li> <li>-Identify similarities and differences between ways of life in different periods</li> <li>-Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> </ul>	<p>locality.</p> <ul style="list-style-type: none"> <li>-Identify similarities and differences between ways of life in different periods</li> <li>-understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>
YEAR THREE	<p><u>Big Question</u> Can I give facts about Ebenezer Howard?</p> <p><u>Area of learning</u> Local History</p> <p><u>Focus:</u> Ebenezer Howard and the development of Welwyn Garden City</p> <p><u>NC Links:</u> - Pupils should be taught about an aspect of local history a study over time tracing how several aspects of national history are reflected in the locality</p>	<p><u>Big Question</u> Can I discuss how Stone age hunter / gatherers live?</p> <p><u>Area of learning:</u> Changes in Britain- Stone age to Iron age</p> <p><u>Focus:</u> Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p><u>NC Links:</u> - Pupils should be taught about changes in Britain from the Stone Age to the Iron Age - Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p>	<p><u>Big Question</u> Can I discuss changes from the stone age to the Iron Age?</p> <p><u>Area of learning:</u> Changes in Britain- Stone age to Iron age</p> <p><u>Focus:</u> Bronze Age religion, technology and travel, for example, Stonehenge</p> <p><u>NC Links:</u> -Pupils should be taught about changes in Britain from the Stone Age to the Iron Age - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture</p>



YEAR FOUR	<p><u>Big Question</u> Who won the Viking / Anglo Saxon struggle for England?</p> <p><u>Area of learning:</u> The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>Focus:</u> Invaders and Settlers</p> <p><u>NC Objectives:</u> - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. - Britain's settlement by <u>Anglo-Saxons</u> and Scots.</p>	<p><u>Big Question</u> Who was Edward the Confessor?</p> <p><u>Area of learning:</u> The Norman Conquest / Edward the Confessor and The Battle of 1066</p> <p><u>Focus:</u> Invaders and Settlers</p> <p><u>NC Objectives:</u> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><i>(Normally Romans would be taught, but our current Year 4s have already learnt about Romans. This will be changed in 2022/23)</i></p>	<p><u>Big Question</u> Why did the Anglo-Saxons and Scots want to settle in Britain?</p> <p><u>Area of learning:</u> Britain's settlement by Anglo-Saxons and Scots</p> <p><u>Focus:</u> Invaders and Settlers</p> <p><u>NC Objectives:</u> - Britain's settlement by Anglo-Saxons and Scots.</p>
YEAR FIVE	<p><u>Big Question</u> Can I explain the achievements of the Ancient Egyptians?</p> <p><u>Area of learning:</u> Ancient Civilizations</p> <p><u>Focus:</u> Ancient Egypt</p> <p><u>NC Links:</u> - Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	<p><u>Big Question</u> Can I explain the achievements of the Ancient Greeks and their influence on the Western World?</p> <p><u>Area of learning:</u> Ancient Greece</p> <p><u>Focus:</u> Ancient Greece</p> <p><u>NC Links:</u> - Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>	<p><u>Big Question</u> Can I compare British History to that of the Benin AD 900 – 1300?</p> <p><u>Area of learning:</u> Non-European Study</p> <p><u>Focus:</u> Benin (West Africa) c. AD 900-1300</p> <p><u>NC Links:</u> - Pupils should be taught about a non-European society that provides contrasts with British history</p>



<p>YEAR SIX</p>	<p><u>Big Question</u> What is the importance of our History's untold stories and how can we learn about them?</p> <p><u>Area of Learning</u> Untold Stories</p> <p><u>Focus</u> History perspectives</p> <p><u>NC Objectives:</u></p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long- term timescales.</li> </ul>	<p><u>Big Question</u> What is meant by the Windrush generation and how have they contributed to British History?</p> <p><u>Area of Learning</u> Black British History</p> <p><u>Focus</u> Importance of Migration</p> <p><u>NC Objectives:</u></p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>	<p><u>Big Question</u> How has activism generated change in our society?</p> <p><u>Area of Learning</u> Activism</p> <p><u>Focus</u> Equality in Britain over time</p> <p><u>NC Objectives:</u></p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>
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