

St Joseph's Catholic Primary School Long term plan for History 2020-2021

<u>Year 1</u>		
Autumn 1	Spring 1	Summer 1
Toys	Transport	Explorers
<u>Sticky Knowledge (Knowledge to be retained)</u>		
<p>Order a number of toys into chronological order according to their age</p> <p>Compare using appropriate vocabulary a toy from the past with a toy from now</p> <p>Know that the toys that their grandparents played with were different to their own</p> <p>Know the main difference between their school days and that of their grandparents</p> <p>Know about an event or events that happened long ago, even before their grandparents were born</p> <p>Know the name of a famous person and why they were famous</p> <p>Order a variety of different forms of transport into chronological order according to when they were made</p> <p>Compare using appropriate vocabulary two types of transport.</p> <p>Know the names of explorers and why they were famous.</p>		
<u>Progression in skills and knowledge</u>		
<p>Chronological understanding</p> <p>Children can:</p> <ul style="list-style-type: none"> - put up to three objects in chronological order (recent history) on a timeline. - label timelines with pictures, words or phrases. - tell others about changes that have happened in my own life since they was born. - talk about how things have changed since 	<p>Historical Enquiry</p> <p>Children can:</p> <ul style="list-style-type: none"> - show some understanding of how people find out about the past. - show some understanding of how evidence is collected and used to make historical facts. - ask questions such as: What was it like for people? What happened? How long ago? - answer questions by using different sources, 	<p>Knowledge and Interpretation</p> <p>Children can:</p> <ul style="list-style-type: none"> - answer questions using a range of artefacts/ photographs/pictures provided. - talk about the different ways that the past is represented. - recount some interesting facts from an historical event. - talk about some important people from the

<p>their parents or grandparents were children. - use dates to talk about people or events from the past (when appropriate).</p>	<p>such as an information book or pictures - research the life of someone who used to live in our area using the Internet and other sources to find out about them.</p>	<p>past. - talk about how their actions changed the way we do things today. - recognise that there are reasons why people in the past acted as they did. - tell you how they found out about people or events in the past. - find out more about a famous person from the past and carry out some research on him or her. - find out something about the past by talking to an older person. - recognise that some forms of evidence are more reliable than others when finding out about the past. - show an understanding of the word 'nation' and the concept of a nation's history. - show an understanding of concepts such as monarchy and parliament when learning about historical events.</p>
--	---	---

Vocabulary

Understand and use vocabulary such as:

in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times
questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate
find out, explain, facts, reasons, events, actions

Year 2

<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">Victorians and Medicine</p>	<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">A Day in The Life (Aspects of life from 1950)</p>	<p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Significant People- Florence Nightingale and Rosa Parks</p>
<p><u>Sticky Knowledge (Knowledge to be retained)</u></p> <p>Know about events that happened long ago, even before their grandparents were born such as the Great fire of London and The Crimean war Know what we use today instead of a number of older given artefacts from the 1950s onwards Know that children’s lives today are different to those of children a long time ago, eg comparing the Victorian time and through the decades from the 1950s. Know about a famous person from outside the UK and explain why they are famous, such as Mary Seacole, Florence Nightingale, Rosa Parks and Bruce Lee. Name a famous person from the past and explain why they are famous, such as Mary Seacole, Florence Nightingale, Rosa Parks and Bruce Lee.</p>		
<p><u>Progression in skills and knowledge</u></p>		
<p>Chronological understanding Children can:</p> <ul style="list-style-type: none"> - place events or artefacts in order on a timeline - label timelines with pictures, words or phrases and give reasons for their order - make connections between long and short term time scales - use dates to talk about people or events from the past? (when appropriate) - connect their new learning of historical people or events to others that they have learnt about before 	<p>Historical Enquiry Children can:</p> <ul style="list-style-type: none"> - understand and talk about how people find out about the past - show understanding of how evidence is collected and used to make historical facts - ask questions such as: What was it like for people? What happened? How long ago? - answer questions by using a specific source, such as an information book - research the life of a famous Briton from the past using different resources to help me 	<p>Knowledge and Interpretation Children can:</p> <ul style="list-style-type: none"> - describe historical events - describe significant people from the past and talk about what they did - explain the causes of an historical event and what the consequences were - explain what impact that significant events from the past have had on the way we live today - talk about similarities and differences between two different time periods - explain how local people or events in history have changed things nationally or internationally - explain why someone in the past acted in the way they did

		<ul style="list-style-type: none"> - choose and use parts of stories or other sources to show that they understand events or people from the past - explain why Britain has a special history by naming some famous events and some famous people - talk about what type of evidence is reliable when finding out about the past - talk about a 'nation', an aspect of its history and the impact it has had on the nation - show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events - create their own accounts of historical people or events
--	--	--

Vocabulary

Understand and use vocabulary such as:

in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times. find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods, questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate.

Year 3

Autumn 1	Spring 1	Summer 1
The Stone Age to the Iron Age	The Romans	Anglo Saxons and The Vikings

Sticky Knowledge (Knowledge to be retained)

Know how Britain changed between the beginning of the stone age and the iron age
 Know the main differences between the stone, bronze and iron ages
 Know what is meant by 'hunter-gatherers'
 Know how Britain changed from the iron age to the end of the Roman occupation

Know how the Roman occupation of Britain helped to advance British society
 Know how there was resistance to the Roman occupation and know about Boudica
 Know about at least one famous Roman emperor
 Know how Britain changed between the end of the Roman occupation and 1066
 Know about how the Anglo -Saxons attempted to bring about law and order into the country
 Know why the Vikings frequently won battles with the Anglo –Saxons
 Know that during the Anglo -Saxon period Britain was divided into many kingdoms
 Know that the way the kingdoms were divided led to the creation of some of our county boundaries today
 Use a time line to show when the Anglo -Saxons were in England
 Know where the Vikings originated from and show this on a map
 Know that the Vikings and Anglo -Saxons were often in conflict

Progression in skills and knowledge

Chronological Understanding

Children are beginning to: -
 -use dates and historical terms to describe events
 - use a timeline within a specific time in history to set out the order things may have happened
 - place events, artefacts and historical figures on a timeline using dates
 - understand the concept of change over time, representing this, along with evidence, on a timeline

Historical Enquiry

Children are beginning to:
 - use evidence to ask questions and find answers to questions about the past
 - suggest suitable sources of evidence for historical enquiry
 - use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history
 - recognise the part that archaeologists have had in helping us understand more about what happened in the past
 - use research skills in finding out facts about the time period they are studying - compare and contrast different forms of evidence their research
 - research what it was like for specific people e.g. children, during the time period they are studying

Knowledge and Interpretation

Children are beginning to:
 - give reasons why certain events happened as they did in history
 - talk about why certain people acted as they did in history
 - explain how events from the past have helped shape our lives today
 - compare some of the times studied with those of other areas of interest around the world
 - describe the social, cultural or religious diversity of past societies
 - describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children
 - describe different accounts of an historical event, explaining some of the reasons why the accounts may differ

		- talk about the causes and consequences of some of the main events and changes in history
<u>Vocabulary</u>		
Understand and use vocabulary such as: dates, BC, AD, time period, change, ancient, century, decade (Continue to use key vocabulary for previous year groups)		
<u>Year 4</u>		
Autumn 1 Ancient Greece	Spring 1 Tudor Reign	Summer 1 Explorers from Tudors to Elizabethan time
<u>Sticky Knowledge (Knowledge to be retained)</u>		
<p>Know some of the main characteristics of the Athenians and Spartans</p> <p>Know about the influence the Gods had on Ancient Greece</p> <p>Know at least 5 sports from the Ancient Olympics</p> <p>Know the main characters and events of a battle such as The Battle of Marathon and the Battle of Bosworth</p> <p>Know the Kings and Queens within the Tudor period, such as Henry the VIII and Queen Elizabeth and order them on a timeline.</p> <p>Know facts about Henry VIII and understand what kind of person he was.</p> <p>Know about the wives of Henry VIII</p> <p>Know about the Queens of the Tudor times</p> <p>Know how the Tudors created maps.</p> <p>Know facts about Tudor explorers such as Sir Francis Drake and Sir Walter Raleigh.</p> <p>Know the difficulties faced by Tudor sailors, for example the Spanish Armada</p>		
Progression in skills and knowledge		
Chronological Understanding Children can: - use dates and historical terms to describe events - use a timeline within a specific time in history to set out the order things may have happened - begin to recognise and quantify the different time periods that exist between different groups that invaded Britain - place events, artefacts and historical figures	Historical Enquiry Children can: - use evidence to ask questions and find answers to questions about the past - suggest suitable sources of evidence for historical enquiry - use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history - recognise the part that archaeologists have	Knowledge and Interpretation Children can: - suggest why certain events happened as they did in history - suggest why certain people acted as they did in history - explain how events from the past have helped shape our lives today - begin to appreciate why Britain would have been an important country to have invaded and

<p>on a timeline using dates</p> <ul style="list-style-type: none"> - understand the concept of change over time, representing this, along with evidence, on a timeline 	<p>had in helping us understand more about what happened in the past</p> <ul style="list-style-type: none"> - use their research skills in finding out facts about the time period they are studying - through research, compare and contrast different forms of evidence - research what it was like for men, women and children in a given period from the past and use different forms to present their findings 	<p>conquered</p> <ul style="list-style-type: none"> - give a broad overview of life in Britain under the Roman Empire - compare some of the times studied with those of other areas of interest around the world - describe the social, ethnic, cultural or religious diversity of past societies - describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children - describe different accounts of an historical event, explaining some of the reasons why the accounts may differ - suggest causes and consequences of some of the main events and changes in history - use literacy, numeracy and computing skills to a good standard to communicate information about the past
--	--	---

Vocabulary

Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade

Year 5

<p>Autumn 1 Ancient Egyptians</p>	<p>Spring 1 Victorians</p>	<p>Summer 1 (Geography topic)</p>
---	--	---

Sticky Knowledge (Knowledge to be retained)

Know the names some of the key Ancient Egyptian dynasties
 Know at what historical point the time of the Ancient Egyptian civilisation
 Know the key jobs and roles in Egyptian society.
 Know the social structure in Egyptian society, starting with Pharoahs and ending with slavery.
 Know how the Ancient Egyptians communicated using hieroglyphics.

Know the Rosetta stone allowed modern society to translate Egyptian texts.
 Know about the discovery of King Tutankhamun by Howard Carter and the key role of an Egyptologist.
 Know how important trade was to the Egyptians.
 Know how and why the Egyptians built the pyramids.
 Know the house of Queen Victoria and how she became to be on the throne.
 Know some of the achievements of Queen Victoria.
 Know what life was like for children living in Castleford in Victorian times, including work, home life and schooling.
 Know and name several inventions of the Victoria era such as steam engine, printing press and electricity.
 Know what the Industrial Revolution was and consider what factors made this possible.

Progression in skills and knowledge

Chronological Understanding	Historical Enquiry	Knowledge and Interpretation
<p>Children can:</p> <ul style="list-style-type: none"> - use dates and historical terms more accurately in describing events - place features of historical events and people from past societies and periods in a chronological framework - create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc - describe the main changes in a period of history (using terms such as: social, religious and cultural) - identify periods of rapid change in history and begin to contrast them with times of relatively little change - understand the concepts of continuity and change over time, representing them, along with some evidence, on a timeline - explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline 	<p>Children can:</p> <ul style="list-style-type: none"> - devise historical questions about the period they are studying - seek out and analyse range of evidence in order to justify claims about the past - understand that no single source of evidence gives the full answer to questions about the past - test out a hypothesis in order to answer a question - appreciate how historical artefacts have helped us understand more about British lives in the present and past - use some different sources of evidence to deduce information about the past - select suitable sources of evidence, sometimes giving reasons for choices - give a reason to support an historical argument - refine lines of enquiry as appropriate 	<p>Children can:</p> <ul style="list-style-type: none"> - answer historical questions, using information and evidence that they have carefully considered and selected - understand how our knowledge of the past is constructed from a range of sources - describe with some detail any historical events from the different period/s they are studying/have studied - make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same - begin to appreciate that how we make decisions as a country has been through a Parliament for some time - appreciate that significant events in history have helped shape the country we have today - show an awareness of the concept of propaganda and how historians must understand the social context of evidence

<p>- make connections and contrasts between different time periods studied and talk about trends over time</p>	<p>- identify propaganda and begin to show their understanding of it</p>	<p>studied</p> <ul style="list-style-type: none"> - give a broad overview of life in Britain and some major events from the rest of the world - make connections, compare and contrast some of the times studied with those of the other areas of interest around the world - 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 - explain how some aspects of history/historical events have had an impact elsewhere in the world - use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past - use original ways to present information and ideas
--	--	--

Vocabulary

Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade

Year 6

Autumn 1 World War 1	Spring 1 World War 2	Summer 1 The Mayan Civilisation
---------------------------------------	---------------------------------------	--

Sticky Knowledge (Knowledge to be retained)

Know aircraft were still very new in 1914, so when the Germans launched bombing raids on London, they were carried out from airships, known as zeppelins

Know tanks were developed by the British during the first world war

Know when the war started, British soldiers went into battle with just a cloth cap for protection

Know approximately 16,000 British conscientious objectors refused to fight during the war

Know the first ever motorized ambulances were used during the first world war

Know before the war most women stayed at home or worked in domestic service

Know due to food shortages, Britons were banned from throwing rice at weddings and feeding pigeons

Know World War 2 was a battle between two groups of countries – the ‘Allies’ and the ‘Axis’. The major Allied powers were Britain, France, Russia, China and the United States. The major Axis powers were Germany, Italy and Japan

Know Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun.

Know during the course of the war, German forces advanced through Europe. By the summer of 1941 they had invaded France, Belgium, Holland, Luxembourg, Denmark, Norway, Greece, Yugoslavia and the USSR

Millions of Germans were imprisoned and killed because they didn’t fit the image of the ‘perfect’ German. Hitler wanted to create what he thought was the ‘best’ and strongest race – and to the Nazi Party, this excluded certain groups, such as Jews, Gypsies and those with physical and mental disabilities.

Know the group most heavily targeted by the Nazis were the Jews. Around six million Jewish people were killed during World War 2 in one of history’s most terrible events – the Holocaust. Racist in his views, Hitler blamed Jewish people for Germany losing World War I and claimed they were dangerous to German people and society.

Know the US didn’t join the war until 1941, when Japan attacked the United States at their Naval Base at Pearl Harbour in Hawaii. On 8 December 1941 (the very next day), the US declared War on Japan and, in turn, its German allies.

Know some countries remained ‘neutral’ in World War 2. Such countries were Spain, Sweden and Switzerland – who chose not to join either side.

Know the Germans surrendered on 8 May 1945. In 1944, an Allied army crossed from Britain to free France from Nazi rule. One year later, Allied armies invaded Germany, forcing the Germans to surrender. After nuclear attacks on Japan’s major cities Hiroshima and Nagasaki, Japan also surrendered to Allied forces in August the same year. World War 2 had ended.

Know the Mayans were expert mathematicians and astronomers. They used this expertise to make calendars.

Know although the Mayans had metal-working skills, metal ores were scarce. Mayans used stone tools to carve the limestone that they used for their buildings.

Progression in skills and knowledge

Progression in skills and knowledge		
<p>Chronological Understanding</p> <p>Children can:</p> <ul style="list-style-type: none"> - use dates and historical terms accurately in describing events - place features of historical events and people from past societies and periods in a chronological framework - create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc 	<p>Historical Enquiry</p> <p>Children can:</p> <ul style="list-style-type: none"> - devise historical questions about change, cause, similarities and differences, and significance relating to the period they are studying - seek out and analyse a wide range of evidence in order to justify claims about the past - use sources of information to form testable hypotheses about the past 	<p>Knowledge and Interpretation</p> <p>Children can:</p> <ul style="list-style-type: none"> - answer historical questions, using information and evidence that they have carefully considered and selected, giving reasons for the choices they have made - understand how our knowledge of the past is constructed from a range of sources - describe in detail any historical events from the different period/s that we are

<ul style="list-style-type: none"> - describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) - identify periods of rapid change in history and contrast them with times of relatively little change - understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline - explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline - make connections and contrasts between different time periods studied and talk about trends over time 	<ul style="list-style-type: none"> - understand that no single source of evidence gives the full answer to questions about the past - test out a hypothesis in order to answer a question - appreciate how historical artefacts have helped us understand more about British lives in the present and past - use a wide range of sources of evidence to deduce information about the past - select suitable sources of evidence, giving reasons for choices - give more than one reason to support an historical argument - refine lines of enquiry as appropriate - identify and explain my understanding of propaganda 	<p>studying/have studied</p> <ul style="list-style-type: none"> - make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same - begin to appreciate that how we make decisions as a country has been through a Parliament for some time - appreciate that significant events in history have helped shape the country we have today - show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied - identify continuity and change in the history of the locality of the school - give a broad overview of life in Britain and some major events from the rest of the world - make connections, compare and contrast some of the times studied with those of the other areas of interest around the world - 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 - explain how some aspects of history/historical events have had an impact elsewhere in the world - use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past
--	---	---

		- use original ways to present information and ideas
<p style="text-align: center;"><u>Vocabulary</u></p> <p>Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</p> <p>Subject Specific Language</p> <p>Archduke Franz Ferdinand of Austria; Central Powers; airships; zeppelin; blackout; conscription; Trench; no man's land; Battle of the Somme; Armistice Day; Axis; Allies; Nazi; Dictator; RAF; Luftwaffe; Evacuation; Evacuee; Propaganda; Battle of Britain; The Blitz; Auschwitz; Concentration camps; Persecution; VE Day; Surrender; Treaty of Versailles; Continent; Sovereign states; sparsely populated; Climate; Pampas; Atacama Desert; Lake Titicaca</p>		