



History: Long Term Plan

	Big Question One Essential Knowledge	Big Question Two Essential Knowledge
FS2	Throughout the year <ul style="list-style-type: none"> → Talk about the lives of the people around them and their roles in society. → Enjoys joining in with family customs and routines. → Talks about past and present events in their own life and in the lives of family members. → Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. → Understand the past through settings, characters and events encountered in books read in class and storytelling. → Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. → Observe and talk about objects / artefacts. 	
Y1	Summer One: How do we know so much about dinosaurs? <ul style="list-style-type: none"> → Significant individuals have helped people, stood up for their beliefs, made discoveries or provided leadership. → Mary Anning is significant because she is one of the greatest fossil hunters and discovered lots of fossils. → Historical artefacts are objects that were made and used in the past. → Historical sources include artefacts, written accounts, photographs and paintings. → Significant historical events include those that cause great change. → An asteroid wiped out the dinosaurs. This was significant because it caused most animals on Earth, including dinosaurs, to become extinct. It happened about 65 million years ago. 	Summer One: What was school like in the past? <ul style="list-style-type: none"> → Exeter – A Learning Community opened in 1953. This was before Helen Sharman visited space but after Queen Elizabeth II was born. → Order information on a timeline. → Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. → A monarch is a king or queen who rules a country.
Y2	Spring One: What was it like to live in the Medieval Era? <ul style="list-style-type: none"> → A timeline is a display of events, people or objects in chronological order. → Rockingham Castle is a significant local building which was built during the medieval era. → A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. → Hierarchy is a way of organizing people according to how important they are or were. → Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. → A historical period is an era or a passage of time that happened in the past. 	Summer One: Who was Mary Seacole? <ul style="list-style-type: none"> → Mary Seacole was a British-Jamaican nurse who looked after British soldiers. She saved hundreds of lives and used her own money to care for them. → Mary Seacole is a significant individual because she saved so many lives. → A viewpoint is a person's own opinion or way of thinking about something. → Historical information can be presented in a variety of ways. → Life has changed over time.
Y3	Autumn Two: How did life in Britain change from the Stone Age to the Iron Age? <ul style="list-style-type: none"> → Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. → The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. → Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used property, developed tools and weapons and created burial mounds and monuments. → Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools. → Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. 	Spring One: How did the Roman invasion impact British life? <ul style="list-style-type: none"> → Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar. → Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. → The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle. → The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity



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	<p>Secondary sources were created by someone who did not experience or participate in the event.</p> <ul style="list-style-type: none"> → Make deductions and draw conclusions about the reliability of a historical source or material. 	<ul style="list-style-type: none"> → Boudicca is historically significant because she led the largest revolt against the Romans in Britain. By doing this, she highlighted the struggle of the Celts.
<p>Y4</p>	<p>Autumn One: What happened after the Romans left Britain?</p> <ul style="list-style-type: none"> → Sequence significant dates about events within a historical time period on historical timelines. → Anglo-Saxons and Scots from Ireland invaded Britain to fight & capture land & goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes & settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex & East Anglia. → There were multiple causes of the Viking invasion of Britain: the Vikings needed better farming land, the Vikings wanted treasures from the monasteries and they wanted more land. The consequences of the Viking invasion was years of conflict between the Vikings and the Anglo Saxons. → The Viking invasion impacted Corby because they established the first settlement known as 'Kori's by'. Which gave Corby its name. They also introduced the Pole Fair, which still takes place today. → The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. 	<p>Spring Two: Were the Ancient Greeks more influential than the Ancient Romans?</p> <ul style="list-style-type: none"> → Bias is the act of supporting or opposing a person or thing in an unfair way. → Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. → A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. → The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre. → Compare and contrast two civilisations. → The Ancient Greeks and Romans were similar because they both invaded other countries to create Empires, introduced a form of democracy, valued art, had numerical and writing systems and built cities with magnificent buildings. They were different because they spoke different languages, were located in different places, worshipped different Gods and only the Romans considered women to be citizens.
<p>Y5</p>	<p>Autumn One: How did the Black Death affect society?</p> <ul style="list-style-type: none"> → Use a range of historical sources or artefacts to build a picture of a historical event or person. → Bias is when an author's viewpoint is so strong that the information they produce is unbalanced or prejudiced. → Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. → Evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence; place names and family names; primary and secondary sources of information, including documents and artefacts, stories, myths and legends. → The Black Death was a key aspect of British History because it reduced Britain's population by between 30% and 40% and led to the disappearance of over 1000 villages and smaller settlements. 	<p>Spring Two: What was life like in Ancient Egypt?</p> <ul style="list-style-type: none"> → Different world history civilisations existed before, after and alongside others. For example, the ancient Egyptians existed from 3100 BC to 332 BC, the ancient Greeks from 700BC – 323BC and the ancient Romans from 625BC to 476AD. → Hierarchy structures in ancient civilisations include (from most to least powerful): a ruler; officials, nobles or priests; merchants, workers and peasants or slaves. → The Ancient Egyptians believed that when they died their spiritual body would continue to exist in an afterlife very similar to their living world. However, entry into this afterlife was not guaranteed. The dead had to negotiate a dangerous underworld journey and face the final judgment before they were granted access. If successful, they were required to provide eternal sustenance for their spirit. These things could be achieved if proper preparations were made during a person's lifetime. These preparations included purchasing small funerary items, buying a coffin and preparing their tombs. → The Ancient Egyptian written language is significant because they were the first civilization to use symbols to represent individual sounds, thus developing written language. Egyptians initially used hieroglyphs and then developed 24 alphabets! They also started using papyrus for their writings as opposed to carving into stone. → Compare and contrast an aspect of history across two or more periods studied. → The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.



History: Long Term Plan

Y6

Autumn Two: What makes a leader great?

- Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain.
- Kaiser Wilhelm II changed the course of history by invading Belgium and Luxembourg at the start of WWI. He also spread the political ideology that Germany should control a large empire and was a militarist.
- Common traits of leaders include: personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and communication. Motives include: birth right; the desire to acquire land, money and resources or the defence of beliefs.
- Sources of information for a study of a local town or city include primary sources such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.
- David Lloyd George became Prime Minister of Great Britain in 1916. Britain was under the threat of starvation because German U-boats continued to destroy supply ships coming in from across the Atlantic Ocean. He encouraged a convoy system that slowed down the effects of this. He was Prime Minister when Britain won the war.
- War can cause damage to buildings and property; kill, injure and oppress people or change peoples' beliefs, ways of life and identity.
- The long-term causes of WW1 included: there was a cultural belief that war was good for nations and many countries wanted to make their empires larger. Short-term causes of WW1 included: countries across the world made agreements to defend each other if they were attacked and Archduke Franz Ferdinand was shot. The consequences of WW1 included: unemployment and famine across Europe; Rule of King ended in Germany; many empires were destroyed; USA became a superpower and the rise of Hitler.

Summer Two: How did the Mayans develop into such an advanced civilisation?

- The Mayans were highly advanced in art, writing and mathematics. One of their greatest achievements was developing a system of counting using numbers, that included zero and place value. This is significant because it developed our understanding of numbers.
- Different types of bias include political, cultural or racial.
- Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'
- Key characteristics of the Ancient Mayan civilisation include: cities, a system of counting using numbers, their own writing system made up of over 800 symbols, a calendar that is still influential today and their belief in different Gods.
- Articulate and present a clear, chronological world history narrative within and across historical periods studied.
- The Mayan civilisation lasted from 2000BC to 1500AD. It overlapped with the Ancient Egyptians and the Roman Empire.