

**Welbourn C of E Primary School**

‘Believe, Excite, Succeed, Together’

History Long Term Plan

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| KS2 – Cycle A | Autumn | | Spring | | Summer | |
| History POS | ***Chronology:*** *how to**order events and impact of historical events/ people.*  *Talk in depth about the theme in relation to other historical events including modern day.*  ***Sources:*** *know how to distinguish between fact and opinions and giving reasons.*  *Know the difference between primary and secondary sources.*  *Gain a deeper understanding of comparing historical sources and suggest the validity.*  *Know how it is used to make historical claims.*  ***Historical enquiry:*** *question, understand and know significant events, analyse trends.*  ***Analyse****: know why something happened and the impact. Study of a famous person and their legacy.* | | ***Chronology:*** *how to**order events and impact of historical events/ people.*  *Talk in depth about the theme in relation to other historical events including modern day.*  ***Sources:*** *know how to distinguish between fact and opinions and giving reasons.*  *Know the difference between primary and secondary sources.*  *Gain a deeper understanding of comparing historical sources and suggest the validity.*  *Know how it is used to make historical claims.*  ***Historical enquiry:*** *question, understand and know significant events, analyse trends.*  ***Analyse****: know why something happened and the impact. Study of a famous person and their legacy.* | | ***Chronology:*** *how to**order events and impact of historical events/ people.*  *Talk in depth about the theme in relation to other historical events including modern day.*  ***Sources:*** *know how to distinguish between fact and opinions and giving reasons.*  *Know the difference between primary and secondary sources.*  *Gain a deeper understanding of comparing historical sources and suggest the validity.*  *Know how it is used to make historical claims.*  ***Historical enquiry:*** *question, understand and know significant events, analyse trends.*  ***Analyse****: know why something happened and the impact. Study of a famous person and their legacy.* | |
| Key objectives | Year 3/4 | Year 5/6 | Year 3/4 | Year 5/6 | Year 3/4 | Year 5/6 |
| Topic | Would you want to step back into the ages? | How did life change in the Victorian era? | Geography topic | Geography topic | What was life like for the Ancient Egyptians? | Who were the Ancient Greeks? |
| Key concepts | Community and culture  (Legacy, civilisation, religion and belief, settlement)  Exploration and invention (Discovery, progress, migration) | Community and culture  (Legacy, civilisation, economy/trade)  Exploration and invention (Discovery, progress)  Hierarchy and power  (Law and order, inequality, empire, monarchy) |  |  | Community and culture  (Legacy, civilisation, religion and belief, economy/trade, settlement)  Exploration and invention (Discovery, progress, migration)  Hierarchy and power  (Law and order, democracy, monarchy) | Community and culture  (Legacy, civilisation, religion and belief, economy/trade, settlement)  Exploration and invention (Progress, migration)  Conflict and disaster (conquest, war, peace)  Hierarchy and power  (Law and order, inequality, democracy, tyranny) |
| Chronological events | To know where to locate The Stone Age on a timeline | To know that the industrial revolution led into the Victorian era.  To understand the significant changes that occurred before and during the Victorian era |  |  | To compare life in Egypt to life in other parts of the world.  To be able to locate the Egyptian period on a timeline, comparing it to the stone age. | To place Ancient Greece on a time line  To understand where Ancient Greece is on the timeline compared to previously taught topics (Victorians, Stone age, Egyptians, Anglo-Saxons) |
| Knowledge and interpretation | To know how people in the Stone age communicated through art.  To know about Stone Age homes and their materials  To know about The Stone Age diet  To know what Skara Brae was  To know what changes occurred in The Iron Age and The Bronze Age  To Know how Britain changed between the beginning of the stone age and the iron age  To Know the main differences between the stone, bronze and iron ages, including the Neolithic, palaeolithic and Mesolithic periods.  To Know what is meant by ‘hunter-gatherers’ | To know about the developments in the Industrial Revolution  To know who Queen Victoria was and why she is remembered.  To know about Victorian childhood and how it compares to childhood today.  To know about the different classes in society, and what life was like in the workhouse.  To know about Victorian leisure.  To know about Victorian homes.  To know about some of the key Victorian inventions.  To know how the changes within the Victorian era contributed to society today  To know how Britain has had a major influence on the world |  | |  | | --- | |  | | To Know about, and name, some of the advanced societies that were in the world around 3000 years ago  To know about daily Egyptian life, including food and clothing  To explain the importance of the Nile to the Ancient Egyptians, including trade and agriculture  To know the stages of the mummification process  To know about Egyptians beliefs, including Egyptian Gods.  To understand the way Egyptians recorded information, including decoding hieroglyphic messages.  To know about the pyramids and sphynx, and the reasons they were built. | |  |  | | --- | --- | | To know some of the main characteristics of the Athenians and the Spartans |  | | To know about the influence the Gods had on Ancient Greece |  | | To know at least five sports competed in the Ancient Greek Olympics  To know about the location, physical features and climate of modern Greece  To locate Ancient Greece, Athens and Sparta on a map  To identify some of the similarities and differences between life in Athens and Sparta | | |
| Use of sources | To ask and answer questions about Stone Age artefacts  To explore the reliability of different sources  To understand how sources can still exist today (fossils/ archaeology ) | To explore the reliability of different sources from alternative points of view by considering poor and rich lives.  To explore Victorian advertising material to suggest what it tells us about the past.  To look at photographs to learn about the past. |  |  | To use physical artefacts to ask questions about the past.  To understand the ways in which we have found out about Egyptian life and the validity of the information.  To compare sources and begin to question their reliability.  To understand that different types of sources give them different information about the past. | To infer information from artefacts about what life was like in Ancient Greece  To consider the utility and limitations of using artefacts in isolation from other historical sources  To infer information from archaeological sites about what life was like in Ancient Greece  To select and combine information from different sources about life in Ancient Greece |
| Historical enquiry | To know how historic items and artefacts help to provide a picture of life in Skara Brae.  To find answers to specific historical questions. | To investigate the value of different Victorian inventions and the importance they have on our lives today.  To investigate how Britain gained and lost power/land during the Victorian era.  To investigate how Britain changed to become more industrial by the end of the Victorian era. |  |  | To explore the reasons the pyramids were built.  To explore and research Egyptian beliefs.  To use artefacts to explore what life was like for the Egyptians. | To carry out research using secondary sources of written information  To begin to assess how useful Greek myths/legends are in helping them to find out about the past  Y6/HA - Use a wider range of evidence to produce conclusions and assess the usefulness of some of that evidence such as Greek myths and legends. |
| Significant people | To explore how people developed from the stone age to the iron age – exploring why we have little information about one significant individual (lack of written evidence, photographs, records etc) | To know about Queen Victoria and her reign.  To understand why Prince Albert was important in the Victorian period.  To know who Thomas Barnardo was and his contributions to helping children. |  |  | To know about Tutankhamun and investigate the discovery of his tomb.  To know about Ramesses II and why we remember him  To know who Cleopatra was and why she is remembered. | To use different sources to identify the most important achievements of Alexander the Great giving reasons.  To know who Hippocrates was, and understand his contribution to society. |
| Key skills | To give reasons why the past has been represented in a particular way ( through cave art/drawings)  To select aspects of research to create a display and communicate learning in a variety of ways.  To understand that sources can be interpreted in different ways (particularly in art)  To ask and answer questions about Stone age life by exploring ruins ( Skara Brae) | To select and record information as part of research. (Victorian inventions)  To select and organise information to present (communicate) to others. (Create ppts to sell their invention as the most important)  To compare accounts of events from different versions of events. Consider accuracy and reliability of sources. (Gap between the rich and poor). |  |  | To select and record information as part of research ( Egyptian Gods)  To select and present information to others ( ppts or posters)  To understand how beliefs have changed over time.  To be able to compare similarities and differences between the Stone age and the Egyptians. | To produce structured work in the form of a tour guide for an Ancient Greek historical site making appropriate use of dates and terms  To use a variety of sources to summarise what they have learnt about the Ancient Greeks. |
| Key vocabulary | Prehistory  Hunter-gatherer  Nomad  Palaeolithic  Mesolithic  Neolithic  Tribe  Neanderthal  Homosapiens  Pelt  Beaker  Celt  Bronze  Roundhouse  Hillfort  Quern  Smelting  Druid  Borer  Domesticate | Industrial school  Ragged school  Reformatory  Industrial  Workhouse  Dormitory  Monarchy  Reign  Empire  Era  Empress  Inventions  Factory  Constable  Matron  Shilling  Scullery  Mangle  Prince Albert  Arithmetic  Slum  Sovereign  Pauper  Industrial revolution  Inventions |  |  | Pharaoh  Scarab  Papyrus  Scribe  Amulet  Canopic jar  Sarcophagus  Tomb  Afterlife  Hieroglyphics  Mummification  Irrigation  Shaduf  Sphinx  Oasis  Egyptologist  Ankh  Pyramid  Barter  Rosetta Stone | Democracy  Acropolis  City-state  Parthenon  Marathon  Olympics  Citizen  Philosopher  Alphabet  Tragedy  Agora  Hellenistic  Phalanx  Aristocrat  Mythology  Column  Hoplite  Peninsula  Oracle  Terraced |