

**Welbourn C of E Primary School**

‘Believe, Excite, Succeed, Together’

History Long Term Plan

|  |  |  |  |
| --- | --- | --- | --- |
| KS1 – 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 | R/1 | R/1 | R/1 |
| Key concepts |  | Justice / community | Justice/community |
| Topic |  | Toys- How are toys different to a long time ago? | How did the Great Fire of London start? |
| Chronological events |  | Organise a number of artefacts by age  Know what a number of older objects were used for  Know the main differences between their toys and that of their grandparents  To know about changes over time.  To know about past and present. | To know about changes from a long time ago.  To know how to place events in order.  To know what a timeline is.  To know about past and present. |
| Knowledge and interpretation |  | To know about the toys we use today  To know that the toys their grandparents played with were different to their own  To know what toys were made from in the past and today.  To know what a number of older objects/toys were used for  To know how Victorian toys compare to modern toys | To know how London has changed over time  To know what happened on the night of 2nd September 1666  To know how the Great fire of London started and spread  To know about a famous person from the past and explain why they are famous- Samuel Pepys    To know and understand that the past has  been interpreted in different ways  To know how King Charles made London better |
| Use of sources |  | To look at artefacts.  To handle artefacts with care.  .  To look at artefacts and compare photos. | . To compare pictures, photographs and descriptions  To know what a source is and discuss how effective a source is.  To compare a range of sources |
| Historical enquiry |  | To explore artefacts and ask questions.  To find things the same and things that are different.  To compare and contrast.  To ask and ask questions about artefacts. | To question why things happen and give explanations.  To ask historical questions to find answers about the past.  To use stories to understand concepts from the past. |
| Significant people |  |  | To know who Samuel Pepys was  To know about John Evelyn and Samuel Pepys  To know about King Charles |
| Key skills |  | To ask questions about why things happen.  To place pictures in order.  Use historical based language when talking about the past.  To know similarities and differences between themselves and others. | To ask and answer ‘how; and ‘why’ questions.  To know and use different ways to represent the past (using photos, stories)  To show understanding that the past has  been interpreted in different ways  To recognise why people acted in a certain way and why events happened in the past (cause and effect)  To explore points of view of people from the past. |
| Key vocabulary |  | Wooden  Past  Present  First  Last  Before  After  Born  Family  Parents  Grandparents  Siblings | Afraid  Alarm  Bakery  Baker  Building  Burns  City  Destroyed  Disaster  Close  Emergency  Escaped  Hot  House  London  Pudding Lane  Rebuild  Streets  Smoke  Rubble  Wooden  Water  river |