

BWJPS
History Whole School Long Term Plan (Updated September 2019)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS ELG	1. Children talk about past and present events in their own lives and in the lives of family members. 2. They know that other children don't always enjoy the same things, and are sensitive to this. 3. They know about similarities and differences between themselves and others, and among families, communities and traditions.					
EYFS ELG exceeding	1. Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. 2. They know that other children have different likes and dislikes and that they may be good at different things. 3. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.					
Year 1	Toys Old and New (Autumn 1) Persuasive piece about your favourite toy. Gunpowder Plot (Autumn 2) Diary (English) Fact-file	Great Explorers Diary of an explorer. Biography of an explorer.		Travel and Transport Biography of George Stephenson and Trains.		
	<p>Chronological understanding • Can they put up to three objects in chronological order (recent history)? Can they use words and phrases like old, new and a long time ago? Can they tell me about things that happened when they were little? Can they recognise that a story that is read to them may have happened a long time ago? Do they know that some objects belonged to the past? Can they retell a familiar story set in the past? Can they explain how they have changed since they were born?</p> <p>Knowledge and interpretation • Do they appreciate that some famous people have helped our lives be better today? Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? Can they begin to identify the main differences between old and new objects? Can they identify objects from the past, such as vinyl records?</p> <p>Historical enquiry: Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they answer questions using an artefact/ photograph provided? Can they give a plausible explanation about what an object was used for in the past?</p>					
Year 2	War and Remembrance (Speech Edith Cavell Visit to War memorial)	The Great Fire of London (including significant individual Samuel Pepys) (Dairy of Great Fire of London)		Kings and Queens	Nurturing Nurses	
	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament? <p>Historical enquiry</p> <ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a 					

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	famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?			
Year 3	Stone Age to Iron Age	Ancient Egypt	Anglo-Saxons and Scots	Vikings and Anglo Saxons
	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? • Can they begin to picture what life would have been like for the early settlers? • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? <p>Historical enquiry</p> <ul style="list-style-type: none"> • Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information 			
Year 4	The Romans	Benin	Riotous Royalty	
	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?  • Can they explain how events from the past have helped shape our lives?  • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?  • Do they recognise that the lives of wealthy people were very different from those of poor people?  • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 			

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	Historical Enquiry  <ul style="list-style-type: none"> • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? • Can they research two versions of an event and say how they differ?  • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument?  			
Year 5	Ancient Greece	Ancient Sumer	Leisure & Entertainment	Benin
	Chronological understanding <ul style="list-style-type: none"> • Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? • Can they use their mathematical skills to work out exact time scales and differences as need be? Knowledge and interpretation <ul style="list-style-type: none"> • Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Can they explain the role that Britain has had in spreading Christian values across the world? • Can they begin to appreciate that how we make decisions has been through a Parliament for some time? • Do they appreciate that significant events in history have helped shape the country we have today? • Do they have a good understanding as to how crime and punishment has changed over the years? Historical enquiry <ul style="list-style-type: none"> • Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? 			
Year 6	World War Two	The Shang Dynasty		Islamic Civilization
	Chronological understanding <ul style="list-style-type: none"> •Can they say where a period of history fits on a timeline? •Can they place a specific event on a timeline by decade? •Can they place features of historical events and people from past societies and periods in a chronological framework? 	Knowledge and interpretation <ul style="list-style-type: none"> •Can they summarise the main events from a specific period in history, explaining the order in which key events happened? •Can they summarise how Britain has had a major influence on world history? •Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? •Can they describe features of historical events and people from past societies and periods they have studied? •Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? 		Historical enquiry <ul style="list-style-type: none"> •Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? •Can they identify and explain their understanding of propaganda? •Can they describe a key event from Britain's past using a range of evidence from different sources?

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