

BWJPS  
History Whole School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS ELG</b>	<p>Begin to make sense of their own life-story and family's history.</p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>					
<b>Year 1/ 2</b>	<p><b>War and Remembrance</b> (Speech Edith Cavell Visit to War memorial)</p>		<p><b>The Great Fire of London</b> (including significant individual Samuel Pepys) (Dairy of Great Fire of London)</p>		<p><b>Nurturing Nurses</b> (Fact file Florence Nightingale)</p>	
	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>YR- Changes from babies to elderly people What was it like when Grandma</li> </ul> <p>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> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>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?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>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 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?</li> </ul>					
<b>Year 3</b>	<p><b>Stone Age to Iron Age</b></p>		<p><b>Ancient Egypt</b></p>		<p><b>Anglo-Saxons and Scots / Vikings and Anglo Saxons</b></p>	
	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Can they describe events and periods using the words: BC, AD and decade?</li> <li>Can they describe events from the past using dates when things happened?</li> <li>Can they describe events and periods using the words: ancient and century?</li> <li>Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>Can they use their mathematical knowledge to work out how long ago events would have happened?</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</li> <li>Can they begin to picture what life would have been like for the early settlers?</li> <li>Can they recognise that Britain has been invaded by several different groups over time?</li> <li>Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</li> <li>Can they suggest why certain events happened as they did in history?</li> <li>Can they suggest why certain people acted as they did in history?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>Can they use various sources of evidence to answer questions?</li> </ul>					

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	<ul style="list-style-type: none"> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they research a specific event from the past?</li> <li>• Can they use their 'information finding' skills in writing to help them write about historical information?</li> <li>• Can they, through research, identify similarities and differences between given periods in history?</li> </ul>			
Year 4	<b>The Romans (Links to Local Roman Manchester)</b>	<b>Benin</b>	<b>Riotous Royalty</b>	
	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Can they describe events and periods using the words: BC, AD and decade?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Can they place periods of history on a timeline showing periods of time?</li> <li>• Can they use their mathematical skills to round up time differences into centuries and decades?</li> </ul> <p><b><u>Knowledge and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> <li>• Can they explain how events from the past have helped shape our lives?</li> <li>• Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> <li>• Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>• 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?</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> <li>• Can they research two versions of an event and say how they differ?</li> <li>• 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?</li> <li>• Can they give more than one reason to support an historical argument?</li> </ul>			
Year 5	<b>Ancient Greece</b>	<b>Ancient Sumer</b>	<b>Leisure &amp; Entertainment (with links to local L&amp;E)</b>	<b>Crime and Punishment</b>
	<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Can they use dates and historical language in their work?</li> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</li> <li>• Can they use their mathematical skills to work out exact time scales and differences as need be?</li> </ul> <p><b><u>Knowledge and interpretation</u></b></p> <ul style="list-style-type: none"> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>• Can they explain the role that Britain has had in spreading Christian values across the world?</li> <li>• Can they begin to appreciate that how we make decisions has been through a Parliament for some time?</li> </ul>			

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	<ul style="list-style-type: none"> <li>Do they appreciate that significant events in history have helped shape the country we have today?</li> <li>Do they have a good understanding as to how crime and punishment has changed over the years?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Can they test out a hypothesis in order to answer a question?</li> <li>Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> </ul>		
<b>Year 6</b>	<b>World War Two</b>	<b>The Shang Dynasty</b>	<b>Islamic Civilization</b>
	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Can they say where a period of history fits on a timeline?</li> <li>Can they place a specific event on a timeline by decade?</li> <li>Can they place features of historical events and people from past societies and periods in a chronological framework?</li> </ul>	<p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>Can they summarise how Britain has had a major influence on world history?</li> <li>Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> <li>Can they explain the role that Britain has had in spreading Christian values across the world?</li> <li>Do they appreciate that significant events in history have helped shape the country we have today?</li> </ul>	<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> <li>Can they identify and explain their understanding of propaganda?</li> <li>Can they describe a key event from Britain's past using a range of evidence from different sources?</li> <li>Can they test out a hypothesis in order to answer a question?</li> </ul>