All Saints Church of England Primary School

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others.'

History Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class R	Talk about the lives of the people around them and their roles in society 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					
	How are our toys different from those played with in the past?		**How have discoveries in the past shaped the way we see the world today? (Legacy))**		**Why are castles so important in History? (Legacy**	
Year 1	Create simple timelines to sequence processes, events, objects within own experience. Confidently use vocabulary associated with the past: old/new, then/now. Placing toys in order. Who came first? Recognises that items could be different in the past Change from outdoor play to indoor/electronic games. Match old objects to people in the past Appreciates some toys remain largely unchanged Effects of indoor play on children's physical/mental health.		Add dates / events to the class timeline. How has the role of castles impacted battles? Consider what castles look like. Consider effect of well built castles? Identify and talk about different accounts of real historical situations. Talk about similarities and differences between 2 or more historical sources, identify important features of picture sources / artefacts		Give simple explanations why people from the past acted as they did. What did these explorers discover / how has it changed the world? Recognise and describe special events for family / friends What was significant about these explorers Talk about similarities and differences between 2 or more historical sources, identify important features of picture sources / artefacts	

	Why did the fire cause so much damage and what happened as a result? (Stewardship)	How has life changed for children over time? (Legacy)	Who is Mary Anning and why is she so important to science and palaeontology? (Legacy)
Year 2	Realise historians use dates to describe events. Use phrases to describe intervals of time: before/after / at the same time. Add dates / events to the class timeline. Sequence events. Describe characteristic features building materials / firefighting methods. Describe in simple terms the cause/consequence of an important historical event, giving more than 1 example of its results. Causes of fire and its spread. How was London rebuilt? Identify and talk about differences in accounts relating to people / events using primary sources (from the time) and secondary sources (from the present) Why do books describe things differently e.g. number of deaths? .	Comparisons between then and now – clothing / lifestyles. Talk about similarities and differences between then/now and then/another then What is still the same? What isn't? Identify and talk about differences in accounts relating to people / events Why do books describe things differently e.g. number of deaths? Gather information from simple sources to ask and answer questions about the past. .	Give simple explanations of who Mary Anning was What is Mary Anning so important today? What impact did she have on science? What impact did she have on palaeontology? Have women always been scientists? Talk about similarities and differences between 2 or more historical sources, identify important features of picture sources / artefacts

	What was life like in the Stone Age?	What was the Roman Empire's most significant impact? (Legacy)	Which females from the past made a significant impact on life today? (Legacy)
Year 3	Use and understand phrases such as 'over three hundred years ago' and AD/BC or BCE/CE Add dates / events to the class timeline. Compare durations of time. What were the causes and consequences of settling in one place? Describe in simple terms how sources reveal important information about the past. Recognises that the absence of certain types of sources can make it more difficult to draw conclusions. Deduce information from artefacts / books.	Describe some changes in history over a period of time and identify some which have stayed the same. Why did the Romans come to Britain? What was the impact, short/long-term? Understand that events, people and developments are considered significant if they resulted in change. What was the overarching legacy? Recognise differences between versions of the same event, explain simply why there might be more than 1. Boudicca – differing accounts	What obstacles did these women have to overcome? How did this change over time? Describe the changes in attitudes Understand that events, people and developments are considered significant if they resulted in change. What was the overarching legacy?
	Who was King Alfred and was he really that great? (Legacy)	**Were the Vikings raiders or traders? (Legacy)**	**How and why have British diets changed over time? (Legacy)**
Year 4	Begin to understand historical periods overlap each other and vary in length. Uses more precise chronological vocabulary. Compare lengths of Roman rule versus Anglo Saxons When did most changes occur? Give simple explanations that not everyone in the past lived in the same way. Changing Saxon kingdoms – leaders. Moving from Paganism to Christianity Identify significance reveals something about history or contemporary life. Alfred the Great / local history Describe and question the origins and purposes of sources using knowledge of periods and civilizations.	What was Viking life like for those that travelled and for those that settled? Where did they settle? How do we know they settled? Describe with simple examples that events happen for different reasons, not just human action. Describe how different interpretations arise. Understand that history is continuously revised when new evidence is found. Describe and question the origins and purposes of sources using knowledge of periods and civilizations. Ask perceptive questions. Know how to find, select and utilise suitable information and sources to formulate and investigate hypothesis.	Describe and give examples of a range of changes while some things remained the same. What effect have the changing diets had on the British population – health issues / economic etc? Describe and question the origins and purposes of sources using knowledge of periods and civilizations. Ask perceptive questions. Know how to find, select and utilise suitable information and sources to formulate and investigate hypothesis.

	How was the Battle of Britain won? (Legacy/Democracy)	What was the disaster that struck Winchester Cathedral? (Stewardship)	What were the Mayans like? (Legacy)
Year 5	What was life like during WWII? Give simple explanations with examples of why change happened during events / periods. Combination of reasons for change. Change does not impact everyone in the same way. Explain consequences / immediate and long-term effects and how people were affected differently. . Construct simple reasoned arguments about aspects of events, periods and civilizations studied. How did this impact on the Ghurkas?	Recognise the development of the cathedral over time. What has been changed / added to / kept the same? What would have happened if..? Use criteria to make judgements as to the significance of events, people or developments. Construct simple reasoned arguments about aspects of events, periods and civilizations studied.	Understand that past civilizations overlap with others in different parts of the world, and that their respective durations vary. Make links between civilizations previously studied. How did the Mayan Empire become so powerful? Look at cause and effect of the way the Mayans lived their lives. Explain with examples why a source might be unreliable.

	Who were the Greeks and were they democratic? (Democracy)	Who were the Egyptians and what is their legacy? (Legacy)
Year 6	Accurately place civilizations/ periods studied, in chronological order and may take account of some overlap in duration and intervals between them. Add dates / events to the class timeline. What is the most important Greek legacy? What still exists today e.g. democracy / Olympics / theatre etc. Explain causes and consequences of complex events, linking some in a simple way. Battle of Marathon Make judgements about historical significance against criteria. Recognise that significance varies over time and by interpretation. Construct reasoned arguments about events, periods or civilizations studied. Question sources reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this. Evaluate evidence / pots / artefacts etc.	Contrast and make significant links between civilizations/periods studied. Give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied. Know that things impact on history and are continuous through time. Understand all history is an interpretation and identifies a range of reasons for this. Interpretations can be questioned with a range of evidence. Who built the pyramids? Who is Tutankhamun? Construct reasoned arguments about events, periods or civilizations studied. Question sources reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this. Evaluate evidence from the pyramids..