



History Long Term Curriculum Plan

It is very difficult to ensure our pupils have the prior knowledge in all areas of the History National Curriculum as they may have missed much of their previous educational journey.

Therefore, we prioritise developing the Historical skills through the topics we learn about.

We take our planning from the year group which best reflects their understanding at the time of joining our school. Therefore, this may be at a lower point than their chronological age.

By building up from strong foundations, we can ensure progress is built upon skills which are firmly embedded in our pupils' memories.

We have plans which detail the subject level knowledge which the teacher may use as a basis for the teaching and learning. The knowledge is broken into year group expectations. In this way a teacher can plan appropriate subject content having assessed the prior learning and understanding of the pupils in the class. They will then record the knowledge that each child has covered and has embedded so that this can be built on in future learning



KS1- pupils working at this level will have their learning based in themes decided upon by the class teacher – they may reflect the themes or topics of KS2 for older pupils who are working at a lower level of knowledge and skills

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|---|--|---|--|---|
| 1 | I can explain how I have changed since I was born. | <p>I can use words and phrases like; old, new and a long time ago.</p> <p>I can spot old and new things in a picture.</p> | I can explain how some people have helped us to have better lives. | I can recognise that some objects belonged to the past. | I can explain what an object from the past might have been used for. | I can ask and answer questions about old and new objects. |



| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|---|---|---|---|---|--|
| 2 | I can give examples of things that were different when my grandparents were children. | I can use words and phrases like; before, after, past, present, then and now. | I can find out things about the past by talking to an older person. | I can research the life of a famous person from the past using different sources of evidence. | I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier. | I can answer questions using books and the internet. |



KS2

The KS2 curriculum will be on a three-year rolling cycle where the topic will change every year for three years. For those pupils who joined in year 3 and stay through to year 6 they will revisit topics at the much more in-depth level – their records of prior learning will inform the planning

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| | National Curriculum coverage/ Topic |
| | KPI's |

| | Autumn 1 | Autumn 2 | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|------------------|--|---|---|---|--|--|
| Years 3, 4, 5, 6 | <p><u>Cycle 1</u></p> <p>Changes to Britain from the Stone Age to the Iron Age - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</p> | <p><u>Cycle 1</u></p> <p>The Roman Empire and its impact on Britain - Successful invasion by Claudius and conquest, including Hadrian's wall.</p> | <p><u>Cycle 1</u></p> <p>Britain's settlement by Anglo-Saxons and Scots. - Scots invasions from Ireland to North Britain (now Scotland)</p> | <p><u>Cycle 1</u></p> <p>The Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Viking raids and invasion.</p> | <p><u>Cycle 1</u></p> <p>A local History study.- a depth study linked to one of the British areas of study taught in previous terms.</p> | <p><u>Cycle 1 -</u></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - eg The changing power of monarchs using case studies such</p> |

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| | | | | | | as John, Anne and Victoria. |
| | <u>Cycle 2 –</u> Dinosaurs and Early Man (Stone Age) | <u>Cycle 2</u> The Achievements of the earliest civilisation – an overview of where and when the first civilisation appeared and a depth study – Ancient Egypt | <u>Cycle 2 -</u> The Vikings and Anglo-Saxon struggle for the Kingdom of time of Edward the Confessor | <u>Cycle 2 -</u> Britain’s settlement by Anglo-Saxons and Scots – Early fortresses / Castles | <u>Cycle 2 -</u> A Local History Study – The Victorians | <u>Cycle 2 -</u> Theme in British History – Crime and Punishment (from Anglo-Saxons to Present) |
| | <u>Cycle 3</u> Ancient Greece | <u>Cycle 3</u> A non-European society that provides contrasts | <u>Cycle 3</u> The Plague | <u>Cycle 3</u> A Local History Study – Tudors | <u>Cycle 3</u> A Local History Study – World War Two | <u>Cycle 3</u> Theme in British History – Medicine (from Anglo-Saxons to Present) |



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| | | with British history – Mayan civilisation | | | | |
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| | Autumn 1 | Autumn 2 | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| Years 7,8,9 | <u>Cycle 1</u> The Normans (Middle ages – Battle of Hastings) | <u>Cycle 1</u> Crime and Punishment and The Black Death in the Middle ages | <u>Cycle 1</u> The Transatlantic Slave Trade | <u>Cycle 1</u> The Development of the British Empire (including a depth study – India) | <u>Cycle 1</u> Into the Modern World 50s, 60s 70s, 80s 90s,00s | <u>Cycle 1</u> How has Historical discovery impacted future inventions/ innovation |
| | <u>Cycle 2</u> Religion in the Middle Ages | <u>Cycle 2</u> Life in Tudor Times | <u>Cycle 2</u> Spanish Armada | <u>Cycle 2</u> The First World War and the Peace Settlement | <u>Cycle 2</u> 20 th Century USA | <u>Cycle 2</u> The Industrial Revolution |
| | <u>Cycle 3</u> Health and Medicine over time | <u>Cycle 3</u> The English Civil War | <u>Cycle 3</u> The Second World War and the wartime leadership of Winston Churchill | <u>Cycle 3</u> The Holocaust (Including Kindertransport) | <u>Cycle 3</u> China's Qing Dynasty (1644- 1911) | <u>Cycle 3</u> Local History Study suitable to the local area Romans / Tudors – period in History with pertinent links |





| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|----------|----------|----------|----------|----------|
| 3 | I can describe events from the past using dates when things happened. | | | | | |
| | I can use mathematical knowledge to work out how long ago events happened. | | | | | |
| | I can use a timeline within a specific period of history to set out the order that things may have happened. | | | | | |



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| | | <p>I can explain some of the times when Britain has been invaded.</p> <p>I can use research to find answers to specific historical questions.</p> |
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| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 4 | <p>I can use mathematical skills to round up time differences into centuries and decades.</p> <p>I can plot events on a timeline using centuries.</p> | | | | | |



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|--|--|--|--|---|
| | | I can use mathematical skills to round up time differences into centuries and decades. | I can research two versions of an event and explain how they differ. | I can research what it was like for children in a given period of history and present my findings to an audience. |
| | | I can explain how historical items and artefacts can be used to help build up a picture of life in the past. | | I can explain how the lives of wealthy people were different from the lives of poorer people. |
| | | I can explain how an event from the past has shaped life today. | | |



| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 5 | I can use a timeline with different historical periods showing key historical events or lives of significant people. | | | | | |
| | I can compare two or more historical periods; explaining things which changed and things which stayed the same. | | | | | |
| | | I can explain how Parliament affected decision making in England. | | | I can explain how our locality has changed over time. | |
| | | | I can test out a hypothesis in order to answer questions. | | | |



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| | | | I can describe how crime and punishment has changed over a period of time. |
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| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 6 | I can summarise the main events from a period of history, explaining the order of events and what happened. | | | | | |
| | I can place features of historical events and people from the past societies and periods in a chronological framework. | | | | | |
| | I can describe features of historical events and way of life from periods I have studied; presenting to an audience. | | | | | |



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| | I can describe a key event from Britain's past using a range of evidence from different sources. | I can summarise how Britain has had a major influence on the world. | I can summarise how Britain may have learnt from other countries and civilisations (historical and more recently.) | | I can identify and explain differences, similarities and changes between different periods of history. | I can identify and explain propaganda. |
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| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 7 | I can interpret simple information from Primary and Secondary sources. | I can identify simple changes in the past. | I can identify a few reasons why something has happened and/or | I recognise that sources provide me with information in a variety of formats. | I can briefly describe people or events. | I can identify possible reasons for the importance of events/people in the past. |



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| | | | the consequences of this. | | | |
| | I have a simplistic understanding of interpretations. | I can make use of basic key terms within my written work. | I can make simple references to sources. | I can recognise that events can be looked at and interpreted in different ways. | My responses to questions are generalised. | I can decide about whether to trust an information source. |
| | I am using key words, specific dates and names with some chronological accuracy. | | | I can recognise that there are links between events and the resulting consequences. | | |

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 8 | I can use key words, dates and name with accuracy. | I can identify and describe changes and continuities. | I can explain, using some detail, one reason for an event happening and/or explain one consequence of an event. | I can explain the links between events and the following consequences. | I can briefly describe people or events in more detail. | I can explain, using some detail, possible reasons for the importance of events/people in the past. |
| | I can show an understanding and identify Primary and Secondary evidence sources. | I can use key terms with good effect in my written work. | I can make good use of resources and demonstrate this in my written work. | I recognise that different information sources provide me with information and am aware of bias. | My responses to questions are simple and have some secure links. | I can identify whether sources are reliable and for what purpose the information source came from. |
| | I understand interpretations and offer some | | | I can explain why events may be looked at and | | |



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| development within my explanation. | | | interpreted in different ways. | | |
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| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 9 2024 - 2025 | I can use key words, dates and names with accuracy and use these to support descriptions. | I can describe changes and continuities across a period. | I can explain, using accurate detail, more reasons for an event happening and/or consequences of an event. | I can explain using detail the links between events and the following consequences. | I can explain people or events in depth using specialist vocabulary. | I can identify historically significant people, events or changes and can give reasons why they are important. |
| | I can define and identify Primary and Secondary sources. | I can use a wide range of key terms with good effect in my written work. | I can explain using detail why events may be looked at and interpreted in | I can make inferences from different sources and understand that sometimes | My responses to questions provide some description and explanations. | I can use a wider range of Primary and Secondary information sources and can decide as to their reliability |








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| | | | different ways, offering my opinion. | sources may be bias. | | dependent upon the task. |
| | I can provide an explanation of different interpretations and can critically analyse by offering explanations using some detail. | | I can confidently make use of resources and use these with fluidity within my written work. | | | |

Example of the breakdown of the subject knowledge for KS2 History topic Cycle one Spring 2




| History Disciplinary Subject Knowledge plan | year 3 | year 4 | year 5 | year 6 |
|---|---|---|---|---|
| CYCLE 1 - SPRING 2 | | | | |
| Who were the Vikings? - simple key points | Who were the Vikings? - more detailed understanding | Who were the Vikings? - more detailed understanding | Who were the Vikings? consider simple comparison to other groups studied | Who were the Vikings? consider similarities and differences to other groups studied |
| Where did the Vikings come from? | Identify on a map where Vikings came from | Identify on a map where the Vikings travelled | Identify on a map where the Vikings travelled | Be able to record on a map the travels of the Vikings and consider why they may have travelled to these areas |
| What did the Vikings believe in? | Consider key points what they believed in | Compare the beliefs of Vikings to other religions they have studied | Compare the beliefs of Vikings to other religions they have studied | Identify key similarities and differences in the Vikings beliefs and those of two other religions |
| What were the Viking raids - giving simple over view of the first raid | describe giving details around the first Viking raid and how the Anglo saxons responded | describe giving details around the first Viking raid and how the Anglo saxons responded including how the anglo saxons may have felt | describe giving details around the first Viking raid and how the Anglo saxons responded including how the anglo saxons may have felt | describe giving details around the first Viking raid and how the Anglo saxons responded including why the Vikings were so feared |
| What was the Danelaw? How the Anglo-Saxons and Vikings co-existed, how King Alfred defeated the Vikings and how England was divided. | Danelaw - consider in more detail how the Anglo Saxons coexisted with the Vikings - discuss how King Alfred defeated the Vikings and that Britain was divided | Danelaw - consider in more detail how the Anglo Saxons coexisted with the Vikings - understand the key ways King Alfred defeated the Vikings and that Britain was divided | Danelaw - consider in more detail how the Anglo Saxons coexisted with the Vikings - understand the key ways King Alfred defeated the Vikings and that Britain was divided | Danelaw - consider in more detail how the Anglo Saxons coexisted with the Vikings - consider why the people of both groups may have wanted to co exist- understand the key ways King Alfred defeated the Vikings and that Britain was divided |
| What was life like in Viking Britain? Viking settlements, the roles of men and women and the Viking laws. | What was life like in Viking Britain? Viking settlements, describe and label a typical Viking settlement the roles of men and women and the Viking laws. | What was life like in Viking Britain? Viking settlements, describe and label a typical Viking settlement of the rich and of a poorer Viking - the roles of men and women and the Viking laws. | What was life like in Viking Britain? Viking settlements, describe and label a typical Viking settlement of the rich and of a poorer Viking - the roles of men and women and the Viking laws. | What was life like in Viking Britain? Viking settlements, compare Viking settlement of the rich and of a poorer Viking - the roles of men and women - are they similar to the roles of men and women today? and the Viking laws |
| How did England become a unified country? discuss the actions significant Anglo-Saxons such as Aethelred, Edward the Elder and Athelstan took to try and unify England. | How did England become a unified country? record and consider the actions significant Anglo-Saxons such as Aethelred, Edward the Elder and Athelstan took to try and unify England. | How did England become a unified country? debate the actions significant Anglo-Saxons such as Aethelred, Edward the Elder and Athelstan took to try and unify England. | How did England become a unified country? debate the actions significant Anglo-Saxons such as Aethelred, Edward the Elder and Athelstan took to try and unify England. | How did England become a unified country? debate including opposing views of the actions significant Anglo-Saxons such as Aethelred, Edward the Elder and Athelstan took to try and unify England. |
| How was Britain conquered between 950 AD and 1066? How the Danes conquered Britain for a short period, Battle of Hastings | How was Britain conquered between 950 AD and 1066? How the Danes conquered Britain for a short period, Battle of Hastings- describe in more detail | How was Britain conquered between 950 AD and 1066? How the Danes conquered Britain for a short period, Battle of Hastings- describe in more detail | How was Britain conquered between 950 AD and 1066? How the Danes conquered Britain for a short period, Battle of Hastings- describe in more detail | How was Britain conquered between 950 AD and 1066? How the Danes conquered Britain for a short period, Battle of Hastings- consider the impact of this Battle on the future of Britain |

KEY VOCAB
Teacher links to reading level and ability of pupils in class

Anglo-Saxon: KS2 Knowledge Mat

| Subject Specific Vocabulary | Exciting Books |
|---|--|
| <p>archaeologist Study of the objects and remains left behind by people that have been buried.</p> <p>Anglo-Saxon kingdoms The Anglo-Saxons formed many kingdoms across what are now known as England, Scotland and Wales.</p> <p>Wessex A kingdom in the south of England, named after the river.</p> <p>Mercia A kingdom in the middle of England, named after the river.</p> <p>legacy Anglo-Saxons left a legacy which included the language and words which we use today, including words like 'knight' and 'ship'.</p> <p>settlement An ancient village.</p> <p>orded An ancient form of gold or silver used as a payment for a service.</p> <p>thegn An important Anglo-Saxon warrior.</p> <p>weald A thick forest in the south of England.</p> <p>churl A lower class Anglo-Saxon but later used to mean 'peasant'.</p> <p>hides The Anglo-Saxon unit of land.</p> |   <p>What we know about the Anglo-Saxons</p> <ul style="list-style-type: none"> The Anglo-Saxons were made up of three tribes: the Angles, Saxons, and Jutes. The name 'Anglo-Saxon' eventually became 'English' (and that's how 'Anglo-Saxon' became 'English'). They came to Britain from across the North Sea in the middle of the 5th century. For a long time, England was not one country, Anglo-Saxon England was made up of many kingdoms across the land. The Anglo-Saxons were fierce people who fought many battles and often they were fighting for their own territory. The Anglo-Saxons were eventually called 'the Normans' when they came to Britain.  <p>Anglo-Saxon Settlements</p>   |

Example of the breakdown of the subject knowledge for KS2 History topic Cycle 3 Spring 2

| The Tudors no longer appears in the current National Curriculum for history as a separate unit, but remains a popular topic that can still be taught given that guidance is non-statutory and that any topic or period can be incorporated into a thematic or local history unit of study. | | | | |
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| History Disciplinary Subject Knowledge plan | | | | |
| SPRING 2 | | | | |
| year 3 | year 4 | year 5 | year 6 | |
| Who were the Tudors? - simple key points | To be able to order the Tudors from the start to the last - adding the Battle of Bosworth | How the Tudors rose. Charting the beginning of the Tudor dynasty as Henry Tudor takes on Richard III at the Battle of Bosworth and wins a decisive victory. | How the Tudors rose. Charting the beginning of the Tudor dynasty as Henry Tudor takes on Richard III at the Battle of Bosworth and wins a decisive victory. Discussing reasons for the victory and what this might mean for the people of England! | |
| Who was Henry VIII? What is he famous for? | Who was Henry VIII? Reasons he may have wanted to marry so many times | Henry VIII. Pupils may be familiar with the fact that Henry had many wives...but what were the circumstances that led him to marry six times? | Henry VIII had many wives...but what were the circumstances around some of his marriages and end of marriages? | |
| Who was Elizabeth I. Know five key points about her | Who was Elizabeth I. more detailed points about her | Elizabeth I. Exploring the Tudor succession and celebrating the achievements of the last of the Tudor monarchs. | Elizabeth I. Exploring the Tudor succession and celebrating the achievements of the last of the Tudor monarchs in more detail - were there any points which would be definitively not achievements? Between a rack and a hard place. Tudor crime and punishment. 16th Century England was a place where even relatively minor crimes could lead to grisly punishments. Explore at least one punishment and what it may have been given for. | |
| Right and wrong - rules - compare some Tudor rules to those we have today | Right and wrong - rules - compare some Tudor rules to those we have today | Between a rack and a hard place. Tudor crime and punishment. 16th Century England was a place where even relatively minor crimes could lead to grisly punishments. | Between a rack and a hard place. Tudor crime and punishment. 16th Century England was a place where even relatively minor crimes could lead to grisly punishments. Explore at least one punishment and what it may have been given for. | |
| Medicine - and doctors - look at some of the medicines which help us today | Medicine - and doctors - look at some of the medicines which help us today - are there any medicines which are based in plants or nature? | 'Trust me, I'm a Tudor doctor'. Meet Edward Strangeways. Tudor doctor and our guide to the weird and wonderful world of Tudor medicine. | 'Trust me, I'm a Tudor doctor'. Meet Edward Strangeways. Tudor doctor and our guide to the weird and wonderful world of Tudor medicine. Research a particular medicant - is it linked to any we still use today? | |
| Travel - how can we travel today - how long does it take to travel from - to - ? | In Tudor times which forms of transport did they have - consider how long it would take to travel by these means from - to - | 6 Tudor travels and the Mary Rose. The Tudor period was a time of great exploration - eg Cabot, Raleigh, Drake. Our knowledge of Tudor ships and Tudor life in general has benefited from the discovery of the wreck of the Mary Rose, the flagship of Henry VIII's navy. | Tudor travels and the Mary Rose. The Tudor period was a time of great exploration - eg Cabot, Raleigh, Drake. Our knowledge of Tudor ships and Tudor life in general has benefited from the discovery of the wreck of the Mary Rose, the flagship of Henry VIII's navy. Make a study of the Mary Rose or one of the great explorers of the time | |
| Jobs today which we might have seen in Tudor times | Jobs today which we might have seen in Tudor times | Tudor jobs. Finding out about work for both the rich and poor - merchants, farm workers, servants, nobles, executioners and - of course - the Groom of the Stool. | Diversity in Tudor England Research has shown that Tudor society was more diverse than is often assumed and that there were people from a range of ethnic backgrounds living in England in the 16th Century. Some of the first black people living in England that we have records about feature in the animations. | |
| How do we entertain ourselves today? | Which forms of entertainment look like we have today also entertained themselves - similarities / differences | 8. To be or not to be entertained. Exploring Tudor sports and pastimes - including jousting, football and real tennis - through a Tudor TV sports programme. | Mary Filis. Mary was born in Morocco in 1577 and came to England aged six. She worked as a servant in the household of John Barker. It's possible that his profession - a merchant with contacts to Morocco - is the reason Mary came to England. Mary is known to have left the Barker household, been baptised, and worked as a seamstress. | |
| KEY VOCAB | | | Catalena of Almondsbury. Catalena lived in the village of Almondsbury near Bristol. An inventory made at her death in 1625 describes her as of African origin, that she was an 'independent single woman' and lists her cow as her most important possession. | |
| | <p>authority A person or ruler's power to give orders and make decisions for the country</p> <p>evidence The information that historians extract from sources</p> <p>coin A person who inherits money, property or a title after a family member dies</p> <p>dynasty A list of all the kings belonging to a particular state that all rule over</p> <p>portrait A painting or drawing of a person's face and expression</p> <p>primary source An original document from the period being studied that has not been changed in any way</p> <p>progress A monarch's tour of the kingdom, accompanied by his or her court</p> <p>responds Information given out that may not be accurate but is intended to make people more interested in history or to hold a particular point of view</p> | <p>secondary source A document or a record that was not written at the time of the event studied</p> <p>travel A person or ruler who uses their authority directly</p> | | |
| | <p>Henry VIII Henry VIII was the son of English King Henry VII. He married six times to get a male heir. He was a powerful king.</p>  | <p>Anna Bolagh The second wife of Henry VIII. She was a strong Protestant and influenced Henry VIII to change his religious ideas.</p>  | <p>Elizabeth I The daughter of Henry VIII and Anne Bolagh. Elizabeth I ruled from 1558 to 1603. She was strong Protestant and influenced Henry VIII to change his religious ideas. She was a powerful queen.</p>  | |