



St Joseph's RC Primary School, History Long Term Plan



Nursery	<p style="text-align: right;">Nursery</p> <p><u>Knowledge:</u> To begin to know about their family history and life-story.</p> <p><u>Skills:</u> Children will talk about themselves and their history.</p> <p><u>Vocabulary:</u> Family, life, history, past</p> <p>How does this prepare them for the following years? It prepares them to comment on stories and compare characters from the past.</p>
Reception	<p style="text-align: right;">Reception</p> <p><u>Knowledge:</u> To be able to understand images of familiar situations in the past. To compare and contrast characters from stories, including figures from the past.</p> <p><u>Skills:</u> Children will be able to comment on pictures from the past. Children will be able to compare characters from the past.</p> <p><u>Vocabulary:</u> Family, life, history, past</p> <p>How does this prepare them for the following years? It prepares them learn about the past, discussing and comparing Childhood and Schools.</p>



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Years	<u>Autumn - Childhood</u>	<u>Summer - School Days</u>
1 / 2 Cycle A	<p><u>Knowledge:</u> To know how to order information chronologically, using words such as; here, now, then, yesterday, last week / year, years ago, a long first, next, finally and after that.</p> <p>To know about changes within living memory (the last 100 years), including houses, jobs, objects, transport and entertainment.</p> <p>To know what historical artefacts and sources are and how they were used in the past.</p> <p>Significant historical events cause great change for large numbers of people.</p> <p><u>Skills:</u> Use common words and phrases relating to the passing of time, making observations and describing changes within or beyond living memory.</p> <p>Use a range of historical artefacts to find out about the past, expressing opinions.</p> <p>Order information on a timeline.</p> <p>Describe a significant historical event in British history (stories, role play, pictures).</p> <p><u>Vocabulary:</u> here, now, then, yesterday, last week, last year, years ago and a long time ago. first, next, finally, then, after that, chronologically.</p> <p><i>How does this prepare them for the following years?</i> This prepares them for Lower Key Stage 2, where they will look at the reliability of historical artefacts and events in History that have caused change.</p>	<p><u>Knowledge:</u> To know words such as; here, now, then, yesterday, last week / year, years ago, a long first, next, finally and after that are used to describe the passing of time or to order information chronologically.</p> <p>To know important events in a school's history, discussing changes over the last 100 years+.</p> <p>To know how Victorian schools were different.</p> <p>To know what historical artefacts and sources are and how they were used in the past.</p> <p>A person who is historically significant has made big changes in their lifetime.</p> <p><u>Skills:</u> Use common words and phrases relating to the passing of time.</p> <p>Order information on a timeline.</p> <p>Describe important events in the school's history, within and beyond living memory.</p> <p>Describe an aspect of everyday life within or beyond living memory.</p> <p>Use a range of historical artefacts to find out about the past, expressing opinions.</p> <p>Identify some key features of a significant historical event beyond living memory.</p> <p><u>Vocabulary:</u> Victorian, lessons, school, timeline, chronological order, artefacts, significant</p> <p><i>How does this prepare them for the following years?</i> This prepares them for Lower Key Stage 2, where they will learn about different periods of time, describing the impact these had on society.</p>



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Years	<u>Autumn - Movers and Shakers</u>	<u>Summer - Magnificent Monarchs</u>
1 / 2 Cycle B	<p><u>Knowledge:</u> To know how to use Dawson's model and diamond ranking to sort information.</p> <p>To know what the term significant means.</p> <p>To know about a range of significant people (e.g. explorers, activists, monarchs, scientists and artists) and the impact they had on our world (e.g. Christopher Columbus, Neil Armstrong, Rosa Parks, Emmeline Pankhurst, Martin Luther King Jr).</p> <p>To know how technology, inventions, society and use of materials have impacted change.</p> <p>To know how historical information can be presented.</p> <p>To know what a timeline is.</p> <p><u>Skills:</u> Use historical models to make judgements about significance and describe the impact.</p> <p>Describe the importance of local events, people and places and how aspects of life have changed due to these.</p> <p>Present historical information (e.g. non-chronological report, fact file, biography, chart)</p> <p>To create a timeline, sequencing information in chronological order.</p> <p>Use historical sources to begin to identify viewpoint.</p> <p><u>Vocabulary:</u> Significance, impact, historical, explorers, activists, monarchs, scientists, artists, timeline, chronological order, fact, opinion, protests, speeches, segregations, boycott</p> <p><i>How does this prepare them for the following years?</i> This prepares them for Lower Key Stage 2, where they will learn about different periods of time and the significance of events, discussing the causes and consequences.</p>	<p><u>Knowledge:</u> To know how long a year, leap year, decade and century are.</p> <p>To know what information a timeline shows, over a short period or millions of years.</p> <p>To know what a historical period is and learn about some in detail.</p> <p>A significant place is a location that is important to a community or society.</p> <p>To know how to use Dawson's model and diamond ranking to sort information.</p> <p>To know what hierarchy is and how these were used in society in the past.</p> <p>Significant events affect lives and are sometimes commemorated.</p> <p><u>Skills:</u> Sequence significant information in chronological order.</p> <p>Use the historical terms year, decade and century.</p> <p>Describe how an aspect of life has changed over time and explain why an event from the past is significant.</p> <p>Name, locate and explain the significance of a place.</p> <p>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p>Describe the hierarchy of a past society.</p> <p>Present historical information (e.g. non-chronological report, fact file, biography, chart)</p> <p><u>Vocabulary:</u> monarch, hierarchy, sovereign, ruler, chronology, timeline, decade, century, reign</p> <p><i>How does this prepare them for the following years?</i> This prepares them for Lower Key Stage 2, where they will learn about significant people and how they changed society.</p>



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Years	<u>Autumn - Stone Age – Iron Age (Through the ages)</u>	<u>Summer – Romans (Emperors and Empires)</u>
3/4	<p><u>Knowledge:</u> To know the historical terms - decade, century, millennia, era, AD, CE, BC and BCE and how these are sequenced on a timeline.</p>	<p><u>Knowledge:</u> Dates and events can be sequenced on a timeline using AD or BC.</p>
Cycle A	<p>To know the key elements and differences between the Stone Age, Bronze Age and Iron Age, including the Bronze Age collapse.</p> <p>To know about late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae.</p> <p>To know about Bronze Age religion, technology and travel, e.g. Stonehenge.</p> <p>To know about Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p>To know what historical source materials are (e.g. interviews, diaries, photos etc.) and why some are more reliable than others.</p> <p>To know about the causes and consequences of events and how these caused change.</p>	<p>Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.</p> <p>The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome.</p> <p>The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe.</p> <p>To know significant Roman emperors and that Ancient Rome had a clear hierarchy.</p> <p>After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people.</p>
	<p><u>Skills:</u> Use historical terms to describe different periods of time.</p> <p>Describe the everyday lives of people from past historical periods.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Explain the cause and effect of a significant historical event.</p> <p>Describe how a significant event or person in British history changed or influenced how people live today.</p> <p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age</p> <p>Sequence dates and information from several historical periods on a timeline.</p>	<p>The impact that Romanisation had on beliefs, technology and culture.</p> <p><u>Skills:</u> Sequence dates and information from several historical periods on a timeline.</p> <p>Describe everyday life in ancient Rome.</p> <p>Describe the significance and impact of power struggles on Britain and the 'Romanisation' of Britain, including the impact of technology, culture and beliefs, describing how this has changed or influenced how people live today.</p> <p>Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>
	<p><u>Vocabulary:</u> decade, century, millennia, era, AD, CE, BC, BCE, Stone Age, Bronze Age, Iron Age, Neolithic, settlements, emperor, invaders, warriors, agriculture.</p>	<p>Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p> <p>Describe the hierarchy and different roles in past civilisations, and the achievements and influence of the ancient Romans on the wider world.</p> <p>Devise or respond to historically valid questions and suggest or plan ways to answer them.</p>



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How does this prepare them for the following years?

Explain the cause, consequence and impact of invasion and settlement in Britain.

Analyse a range of historical information to explain how a national or international event has impacted the locality.

Vocabulary:

Roman invasion, conquer, analyse, cause, effect, Romanisation, consequence, invasion, settlement, hierarchy, civilisations, conclusion, artefacts, primary source, secondary source.

How does this prepare them for the following years?



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Years	<u>Autumn – Anglo-Saxons and Vikings - Invasion</u>	<u>Summer - Ancient Civilisation (Sumer, Egypt and Indus Valley)</u>
3/4 Cycle B	<p><u>Knowledge:</u> To know the influence Roman civilisation had on Britain e.g. road, houses, language, Christianity.</p> <p>To know that every significant historical event has a cause or a number of causes.</p> <p>To know what a primary source is and how this can affect the information.</p> <p>During the period AD 410–1066, Britain came under attack from four groups of invaders, the Picts and Scots, the Anglo-Saxons, the Vikings and the Normans.</p> <p>Timelines help us to understand longer and more complex periods of time by breaking significant events and periods into smaller parts, putting events in chronological order and helping us to understand cause and effect.</p> <p>To know about the Anglo-Saxon, Viking and Norman invasions, including the causes and consequences.</p> <p>To know about life under Anglo-Saxon and Viking rule, comparing the key differences.</p> <p>To know how the Norman period began.</p> <p><u>Skills:</u> Describe the impact of the 'Romanisation' of Britain.</p> <p>Explain in detail the multiple causes and effects of significant events.</p> <p>Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p> <p>Sequence significant dates about events within a historical time period on historical timelines.</p> <p><u>Vocabulary:</u> Roman civilisation, Anglo-Saxon, anonymous, primary source, Vikings, Normans, timeline, AD.</p> <p><i>How does this prepare them for the following years?</i> This prepares them for Upper Key Stage 2, where they will learn about the World Wars, including the causes and consequences.</p>	<p><u>Knowledge:</u> Materials and decoration on an artefact explain the skill of the worker and the status of the owner.</p> <p>To know and overview of the achievements of the earliest civilisations (when, where and why).</p> <p>The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.</p> <p>Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p> <p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>To learn about ancient Egypt civilisation; hierarchy, leaders and their significant achievements, events, consequences of actions and characteristics of the civilisation, including how these have influenced the world.</p> <p><u>Skills:</u> Use more complex historical terms to explain and present historical information.</p> <p>Explain how artefacts provide evidence of everyday life in the past.</p> <p>Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p> <p>Answer and ask historically valid questions about changes over time, using relevant information in a historical report.</p> <p>Construct a profile of a significant leader using a range of historical sources.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society.</p> <p><u>Vocabulary:</u> Invasion, monarchy, artefact, architecture, historical sources, chronological, non-chronological, historical sources, hierarchy, civilisations, government, ruler, officials, nobles, priests, merchants, workers, peasants, slaves.</p> <p><i>How does this prepare them for the following years?</i> Children's ability to create in-depth studies of significant periods in history will support them in making connections, drawing contrasts and analysing trends within periods and over long arcs of time as they enter KS3.</p>



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Years	<u>Autumn – Benin (Maafa)</u>	<u>Summer - Britain at War</u>
5 / 6 Cycle A	<p><u>Knowledge:</u></p> <p>The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.</p> <p>Africa is the world's second largest and second most populous continent, after Asia.</p> <p>To know the characteristics of the earliest civilisations.</p> <p>To know a variety of kingdoms have developed in Africa over the last 6000 years.</p> <p>The Kingdom of Benin was a powerful, highly-evolved civilisation that created wealth and power from Africa's abundant natural resources, trade and military prowess.</p> <p>To know how about the society of Benin.</p> <p>To know how Britain played a key role in the Maafa.</p> <p>Historical narratives can describe long- and short-term causes and consequences of an event.</p> <p>To know the impact of war, oppression, conflict and rebellion.</p> <p>To know the human impact of the triangular slave trade was wide ranging.</p> <p>To know the consequences of resistance, refusal and rebellion against leaders or hierarchies.</p> <p>To know the British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade and Colonialism, and the consequences of these.</p> <p><u>Skills:</u></p> <p>Use abstract terms to express historical ideas and information.</p> <p>Explain how humans function in the place they live.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society</p> <p>Describe and explain the common traits and motives of leaders and monarchs from historical periods.</p> <p>Present a detailed historical narrative about a significant global event.</p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p>	<p><u>Knowledge:</u></p> <p>To know the key causes of the First World War and the Second World War.</p> <p>To know key facts about the First World War and the Second World War.</p> <p>To know the important events of the First World War and the Second World War.</p> <p>Historical sources can contain bias information.</p> <p>How new weaponry technology developed during the First World War.</p> <p>To know how the Second World War was prepared for.</p> <p><u>Skills:</u></p> <p>Describe the causes and consequences of a significant event in history.</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Describe some of the significant achievements of mankind and explain why they are important.</p> <p>Explain interconnections between two or more areas of the world.</p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> <p><u>Vocabulary:</u></p> <p>Axis Powers, First World War, Second World War, weaponry, war, oppression, bias.</p> <p><i>How does this prepare them for the following years?</i></p> <p>It helps prepare them to extend and deepen their chronologically secure knowledge and understanding of British, local and world history in KS3.</p>



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Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.

Describe the growth of the British economy and the ways in which its growth impacted on British life.

Describe the causes and consequences of a significant event in history.

Vocabulary:

Empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, abolish, chattel, colonisation, diaspora, discrimination, emancipation, enslavement, indigenous, maafa, rebellion, resistance and slavery.

How does this prepare them for the following years?

Children's ability to create in-depth studies of significant periods in history will support them in making connections, drawing contrasts and analysing trends within periods and over long arcs of time as they enter KS3.



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Years	<u>Autumn – Ancient China (Dynamic Dynasties)</u>	<u>Summer - Ancient Greece (Ground Breaking Greeks)</u>
5 / 6 Cycle B	<p><u>Knowledge:</u></p> <p>To know there are different world history civilisations.</p> <p>To know that China is the longest lasting civilisation and what the first five Chinese Dynasties were.</p> <p>Sources of historical information can have varying degrees of accuracy and the reasons for this.</p> <p>Oracle bones are pieces of turtle shell, cow bone or sheep bone, which were found at Yinxi.</p> <p>To know the characteristics of ancient civilisations.</p> <p>To know the five important religious beliefs of the people of Shang Dynasty.</p> <p>To know about the Gods of the Shang Dynasty, how people gave sacrifices and how they helped people.</p> <p>To know the hierarchy of Shang Dynasty and the power of these people.</p> <p>To know that where people lived and how these were separated.</p> <p>To know about the life in the Shang Dynasty.</p> <p><u>Skills:</u></p> <p>Sequence and make connections between periods of world history on a timeline.</p> <p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy, using a range of historical sources and artefacts.</p> <p>Articulate and organise important information and detailed historical accounts using related vocabulary.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society.</p> <p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p>Describe the significance, impact and legacy of power in ancient civilisation.</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p>	<p><u>Knowledge:</u></p> <p>Understand where ancient Greek is chronologically.</p> <p>To know that there are six periods in ancient Greek history.</p> <p>To know about the Greek life, achievements and their influence on the Western World.</p> <p>Understand bias, balance argument, primary and secondary sources.</p> <p>To know who the Minoans and Mycenaeans were and their history.</p> <p>To know about the Archaic period and the history.</p> <p>To know about how Athenians introduced the first democratic political system and the ancient Athenian hierarchy.</p> <p>To know about famous Athenian people and know what they achieved.</p> <p><u>Skills:</u></p> <p>Sequence and make connections between periods of world history on a timeline.</p> <p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>Analyse and compare a place, or places, using aerial photographs, atlases and maps.</p> <p>Find evidence from different sources, identify bias and form balanced arguments.</p> <p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>Frame historically valid questions about continuity and change and construct informed responses.</p> <p>Compare and contrast an aspect of history across two or more periods.</p> <p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>Describe the significance, impact and legacy of power in ancient civilisations.</p>



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Vocabulary:

China, civilisation, validity, accuracy, perspective, peasantry, civilisation, treason, empire, rebellion and revolt, past, ancient, civilisation, society, hierarchy, feudal system.

How does this prepare them for the following years?

Children's ability to create in-depth studies of significant periods in history will support them in making connections, drawing contrasts and analysing trends within periods and over long arcs of time as they enter KS3.

Vocabulary:

Periods, Ancient Greece, Athenians, Mycenaeans, Minoans, primary source, secondary source, civilisations, bias, hierarchy

How does this prepare them for the following years?

It helps prepare them to extend and deepen their chronologically secure knowledge and understanding of British, local and world history in KS3.