

Know how to:				Know what/key concepts:					
Use a range of sources to look for evidence	Enquire/ ask valid questions	Look for connections/ contrasts and trends over time	Secure chronological knowledge	Local / National/ International	VIPs of the Past	Change	Democracy	Conservation	Conquest/ Invasion/ settlement
Long term plan will be followed in a sequential order but there are some exceptions (see year group overviews). These changes have been made to allow first-hand experiences, such as residential trips, to have the most impact on the children's learning.									
Long Term Plan for History									
	Autumn Local - Pride			Spring National - Respect			Summer International – Empowerment		
EYFS	In the EYFS children will begin make sense of their own life-story and family's history. They will comment on images of familiar situations in the past. Children will compare and contrast characters from stories, including figures from the past such as Guy Fawkes. Children will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. The children will begin to understand the past through settings, characters and events encountered in books read in class and storytelling.								
Key Stage 1:									
At KS1, children should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide variety of everyday historical terms, asking and answering questions, and using parts of stories and other sources to show they know and understand the key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.									
Year 1	Toys of the past: Key concept: Change / Local Know how to: To recognise changes in their own living memory. To identify some cause and effect. Develop awareness of the past, using common words and phrases relating to the passing of time E.g. nowadays, in the past, previously Key questions: How have toys changed over the past 100 years? Why are my toys different to my grandparents toys? What will toys look like in 100 years?			British Space Travel! Key concept: VIP of the Past / National / Change Know how to: Use a simple timeline to map key events chronologically Know where people and events fits within a chronological framework. Children can identify a range of significant aspects of a person. Key questions: Why have astronauts gone to space? Why are Tim Peake and Helen Sharman important? What are the most significant space travel events? Key vocabulary: astronaut, international space station, significant, past, present,			The Wright Brothers take flight! Key concept: International / VIPs of the Past / Change / Settlement Know how to: Use photographs as sources of information to find out about the past. Identify similarities and differences between ways of life in different periods. Understand some of the ways the past is represented? Key questions: When was the first successful flight? Who are the Wright Brothers? How has the invention of the plane impacted on modern life? Key vocabulary: travel, transport, flight, aeroplane, past, present, nowadays, previously, significant		
Year 2	Victorious Victorians!			The Great Fire of London Key concept: National / Change			Mary Seacole and Florence Nightingale Key concept: International / VIPs of the Past		

	<p>Key concept: Local / VIP of the Past</p> <p>Know how to: Enquire and ask valid historical questions. Secure chronological knowledge of key events. Understand the different ways the past can be represented.</p> <p>Key questions: Who was Queen Victoria? How do we know what it was like to live in Victorian times? Why did the Victorians build houses in Winsford?</p> <p>Key vocabulary: Century, impact, Victorians, Monarch, Empress, industrial, sources</p>	<p>Know how to: identify cause and effect / Use different sources to look for evidence and understand why and event was significant, know where people and events fit in a timeline of events.</p> <p>Key questions: Why was the Great Fire of London so disastrous? How did the Great Fire of London change life in London? How do we know about the Great Fire of London?</p> <p>Key vocabulary: City, destroyed, memorial, sources, plague, diary</p>	<p>Know how to: Enquire and ask valid historical questions / Justify the significance of a Historical figure, study the life of a significant figure, develop an awareness of the past</p> <p>Key questions: Who are Mary Seacole and Florence Nightingale? Why are they significant? Why do we know more about Florence Nightingale than Mary Seacole?</p> <p>Key vocabulary: international, century, decade, diversity, war, nurses, hospitals, democracy</p>
<p>Key Stage 2: At KS2, children should continue to develop a chronologically secure knowledge and understanding of British, Local and world history, establishing clear narratives across and within the periods they study. They should note connections, contrasts and trends over time. They should develop the use of appropriate historical terms, asking and answering questions about change/cause, similarity/difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information, understanding that our past is constructed from a range of sources. Teaching should combine overview and in-depth studies to help children understand both the long arc of development and the complexity of specific aspects of the content.</p>			
Year 3	<p>The Stone Age to the Iron Age Key concept: National / Change / Conquest/ Invasion/ settlement</p> <p>Know how to: Secure chronological knowledge/ Use a range of sources to look for evidence / make valid statements about similarities, differences and changes occurring during this period of time.</p> <p>Key questions: How did farming change from the Stone Age to the Iron Age? What inventions changed life during the Stone Age to the Iron Age? Would you have survived the Stone Age?</p> <p>Key vocabulary: Palaeolithic, Mesolithic, Neolithic, nomadic, Stonehenge, roundhouses, weapons, Celts, smithing</p>	<p>The Romans Key concept: Local / VIPs of the Past / Democracy / Conquest/ Invasion/ Settlement</p> <p>Know how to: Use a range of sources to look for evidence / explain the significance of a period of time.</p> <p>Key questions: Why did the Romans invade Britain? Who was Emperor Hadrian and why is he remembered? How did the Romans create a democratic society and what did this mean? How can we see evidence of Romans in our local area today?</p> <p>Key vocabulary: Romans, amphitheatre, empire, forum, rebellion, invasion, emperor, democracy, conquer</p>	<p>Ancient Egypt Key concept: International / Change</p> <p>Know how to: Secure chronological knowledge/ look for connections/ contrasts and trends over time.</p> <p>Key questions: What were the main beliefs of the Ancient Egyptians? What do you think was the biggest achievement of the Ancient Egyptians, and why? How do we know so much about the Ancient Egyptians?</p> <p>Key vocabulary: Afterlife, amulet, Amun, canopic jars, hieroglyphics, sarcophagus, sphinx, pyramids, Pharaoh, ancient, River Nile, Tutankhamun</p>
Year 4	<p>Ancient Greece Key concept: Local-Democracy / Change / VIPs of the Past (Cleisthenes) Hippocrates</p> <p>Know how to: Secure chronological knowledge, enquire and ask valid questions and answer with substantiated focused responses</p> <p>Key Questions: How did the Ancient Greeks influence the Romans?</p>	<p>Anglo-Saxons Key concept: National/ VIPs of the Past / Change / Conquest/ Invasion/ Settlement</p> <p>Know how to: Use a range of sources to look for evidence, Look for connections/ contrasts and trends over time</p> <p>Key Questions Why did the Anglo –Saxons invade?</p>	<p>Vikings Key concept: International- Change / Conquest/ Invasion/ settlement</p> <p>Know how to: explain the significance of particular causes and effects and developments during the Viking period, Use a range of sources to look for evidence and know how these can be interpreted differently</p> <p>Key Questions: How were the Vikings such good travellers and why was this important in their success? Were the Vikings really vicious?</p>

	<p>Can I explore how the Greek gods and goddesses were worshipped across Ancient Greek cities? How have Socrates and Aristotle's philosophies affected us? What are the similarities and differences in democracy between Ancient Greece and how we live now?</p> <p>Key vocabulary: Government, citizenship, influence, empire, democracy, Tyrant</p>	<p>What did the Anglo-Saxon's leave behind tell us about Anglo Saxon life? Why was Alfred 'Great'? Can I place the Anglo-Saxons correctly in a timeline?</p> <p>Key vocabulary: conquer, tribe, kingdom, invade, society, wattle and daub, Alfred the Great</p>	<p>How did the Vikings attempt to take over Britain and how close did they get?</p> <p>Key vocabulary: Raiders, Invaders, Conquer, invade, invader, settlers, feast, descendants, monasteries, Ford, Domesday Book, Lindisfarne</p>
Year 5	<p>The Industrial Revolution Key concept: Local / VIPs of the Past / Change / Settlement</p> <p>Know how to: independently plan a line of enquiry and come to a valid and substantiated conclusion, secure chronological knowledge</p> <p>Key questions: What was the industrial revolution? What impact did the industrial revolution have on the local area? How did the locality of the River Weaver impact the growth of Winsford?</p> <p>Key vocabulary: industrial, Victorian, revolution, workhouse, salt mine, poverty, production</p>	<p>World War II – Britain at War Key Concept: National/Change/British Values/Democracy/Law and Justice/Conquest/Invasion</p> <p>Know how to: explain the significance of the war on Britain and the reasons why the war took place. Understand how British Values are evident through the British inclusion within the war. Understand how impacts of the war are evident in today's society.</p> <p>Key Questions: Why did Britain go to war? What was life like during the war? What was the impact of the Battle of Britain on a national and local scale?</p> <p>Key Vocabulary Battle, blitz, air-raid, ration, Nazi, blackout, evacuation, Luftwaffe, RAF</p>	<p>The Mayan Civilisation Key concept: International / Change</p> <p>Know how to: secure chronological knowledge, comment on the value of a range of sources / Look for connections/ contrasts and trends over time.</p> <p>Key questions: Where was the Mayan civilization situated? How do we know about the Mayan Civilization? What was life like during the Maya civilisation? What was the lasting legacy of the Mayans?</p> <p>Key vocabulary: civilisation, drought, ritual, jaguar, scribe, codices, maize, cocoa beans, archaeologist, artefacts, astronomy</p>
Year 6	<p>The Tudors Key concept: Local / Democracy / VIPS of the Past</p> <p>Know how to: comment on the different types of cause and effect for historical events, secure chronological knowledge</p> <p>Key questions: Explain why Elizabeth I was so significant? What factor led to the most change during the Tudor era? How can I see the impact of the Tudor era on our locality?</p> <p>Key vocabulary: democracy, era, Monarch</p> <p>Links to Prior Learning: Y5 Spring history (Rule of Law)</p>		<p>Predominantly after SATs</p> <p>Benin</p> <p>Key concept: International / Change Know how to: secure chronological knowledge, comment on the value of a range of sources / Look for connections/ contrasts and trends over time.</p> <p>Key questions: Where was Benin situated? What was life like in Benin? What was the lasting legacy of the Benin civilization?</p> <p>Key vocabulary: Oba Ogisos, Empire, Guild, Animism, Voodoo, Cowrie shells, Civil war, Colonisation</p> <p>Cross curricular links: English, Reading</p> <p>Links to Prior Learning: Chronology and research into Ancient civilisations – Y4 – Ancient Greeks – Y3 – Ancient Egyptians Y5 Mayans</p>