



## Manor Primary - History Long Term Plan

Year 1	<p><b>Cycle 1 – Toys from the past</b> (<u>Changes within living memory</u> - All about me Topic)</p> <p><b>Cycle 2 – Fire of London</b> (<u>Events beyond living memory</u> – London’s Burning Topic)</p>	<p><b>Cycle 1 – History of Flight</b> (<u>Events beyond living memory</u> and significant individuals– the first flight from UK to cross the Atlantic – Transport Topic)</p> <p><b>Cycle 2 - Homes in the past</b> (<u>Aspects of life in different periods</u> and significant places in our own locality Tamworth Castle – Houses and Homes topic)</p>	<p><b>Cycle 1 – History of Farming</b> (<u>Significant places in own locality</u>- Food and Farming Topic)</p> <p><b>Cycle 2 - Captain Robert Scott and Ernest Shackleton</b> (<u>Significant Individuals</u> – Explorers Topic)</p>
Year 2			
Year 3	<p><b>Cycle 1 - Fazeley Cotton Mills</b> (<u>Local study</u> - Fazeley Cotton Mills)</p> <p><b>Cycle 2 – The Railway Revolution</b> (<u>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</u> - The Great Railway Revolution)</p>	<p><b>Cycle 1 – The Maya Civilisation</b> (A non-European society (Maya civilisation) - <u>The Maya civilisation</u>)</p> <p><b>Cycle 2 – The Shang dynasty</b> (<u>Achievements of the early civilisations</u> (China) - Great inventors)</p>	<p><b>Cycle 1 – Ancient Egypt</b> (The River Nile) (Achievements of the early civilisations (<u>Egyptians</u>) - Rivers and rainforests)</p> <p><b>Cycle 2 - Traders and Raiders</b> (<u>Vikings and Anglo-Saxons</u> - Traders and raiders)</p>
Year 4			
Year 5	<p><b>Cycle 1 – Victorians/Sir Robert Peel</b> (Events since 1066/<u>local study</u> –Victorians)</p> <p><b>Cycle 2 – World War 2</b> (<u>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</u> - World War II)</p>	<p><b>Cycle 1 – Romans</b> (<u>The Roman Empire and its impact on Britain</u> - The Roman Empire)</p> <p><b>Cycle 2 – Stone Age</b> (<u>Changes in Britain from the Stone Age to the Iron Age</u> - Stone Age)</p>	<p><b>Cycle 1 – Ancient Greece</b> (A study of Greek life and achievements and their influence on the western world - Ancient Greece)</p> <p><b>Cycle 2 – Britain’s settlement by Anglo-Saxons and Scots</b> (<u>Britain’s settlement by Anglo-Saxons and Scots</u> - Early British settlements)</p>
Year 6			



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### The Early Years Foundation Stage Framework

**ELG—Children talk about past and present events in their own lives and in the lives of family members.**

Historical and Chronological Knowledge and Understanding	Investigation and Interpretations of history	Historical enquiry	Organisation and communication
Talk about significant events in my own experience Talk about past and present events in my own life Talk about a past event in the correct order	Ask questions about why things happen and give explanations	Ask questions about why things happen and give explanations Talk about differences between old black and white photos and colour photos of the present day	Build up vocabulary that reflects the breadth of their experience Use past, present and future forms accurately when talking about events that have happened



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### Key Stage One

*Pupils will be taught about:* changes within living memory including aspects of change in national life, events beyond living memory that are significant nationally or globally, the lives of significant individuals in the past who have contributed to national and international achievements, aspects of life in different periods and significant historical events, people and places in their own locality.

Curriculum Key Stage One	Year 1	Year 2
Chronological Understanding	Sequence some events or 2 related objects in order of time. Use words and phrases: old, new, now, then, yesterday Remember part of stories and memories about the past.	Recount changes in own life over time. Put 3 people, events or objects in order using a given scale Use words and phrases: related to topic vocabulary to do with time
Historical knowledge and Understanding	Tell the difference between past and present in their own lives and other people lives. Listen to eye-witness accounts from grandparents. Begin to suggest why something might be different.	Use a range of sources to describe differences between then and now Recount main events from a significant time in history Use evidence to explain reasons why people acted in the past as they did.
Historical Contexts	Begin to identify and recount some details from the past from pictures and stories. Find answers to simple questions about the past by using source material. Discover about the past through role play/drama.	Look carefully at pictures, eye-witness accounts or objects to find information about the past. Ask questions about the source material Say how features of the period influence how events are treated.
Organise, Evaluate and Communicate Information	Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.	Write simple stories and recounts about the past. Draw labelled diagrams and write about them to tell others about people, objects and events from the past.



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### Lower Key Stage Two

*Pupils will be taught about:* the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, local history (Fazely Cotton Mills), an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Railway Revolution), the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt; The Shang Dynasty of Ancient China and a non-European society that provides contrasts with British history - Mayan civilization c. AD 900

LKS 2 - Year 3/4	Year 3	Year 4
<b>Chronological Understanding</b>	Use timelines to place events in order Understand timelines can be divided in BC and AD Use words and phrases: century, decade	Name and place dates of significant events of the period on a timeline. Place certain topics on a timeline showing understanding of BC, AD. Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes the period.
<b>Historical knowledge and Understanding</b>	Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor. Use evidence to find out how any of these may have changed during a time period Suggest reasons for why there were differences between periods.	Show knowledge and understanding by describing features of past societies and periods. Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences. Describe how some of the past events affect life today.
<b>Historical Contexts</b>	Use a range of source material including visits to collate information about the past. Identify the difference between fact and opinion. Look at 2 different versions of the same event and viewpoints and identify differences in the accounts.	Understand the difference between primary and secondary sources Give reasons why there may be different accounts of history looking at propaganda. Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions.
<b>Organise, Evaluate and Communicate Information</b>	Present findings about past using speaking, writing, ICT and drawing skills. Uses dates and vocabulary related to topic accurately. Suggest different ways of presenting information for different purposes.	Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Use dates and subject specific words such as monarch, settlement, invader accurately.
<u>Upper Key Stage Two</u>		



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*Pupils will be taught about:* changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots, local history (Sir Robert Peel), an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (World War 2) and a study of Greek life and achievements and their influence on the western world.

UKS 2	Year 5	Year 5
<b>Chronological Understanding</b>	Sequence historical periods Identify changes within and across historical periods Use words and phrases: vocabulary relating to specific periods - Industrial Revolution, Reformation, Renaissance etc.	Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion. Use words and phrases for movements or times of change: Industrial Revolution, Renaissance, classical period, cold war.
<b>Historical knowledge and Understanding</b>	Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Give short term cause and consequence of the main events, situations and changes in the period studied. Identify changes and links within and across the time periods studied.	Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status. Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics. Describe how some changes impact both on subsequent periods, and, in the long term, on today's society.
<b>Historical Contexts</b>	Question reliability of source material and can give reasons why something is or is not reliable. Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts. Know that people can represent events or ideas in ways that persuade others - bias and propaganda.	Evaluate the usefulness and accuracy of different sources understanding the affect of propaganda, bias, misinformation and opinion. Form own opinions about historical events from a range of sources. Select the most appropriate source material, using primary and secondary , for a particular task.
<b>Organise, Evaluate and Communicate Information</b>	Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Uses dates and terms correctly. Uses dates and vocabulary related to topic accurately. Suggest different ways of presenting information for different purposes.	Present information in an organised and clearly structured way and in the most effective/appropriate manner (eg written explanation, tables and charts, labelled diagram). Their recording reflects the skill being taught. Makes accurate use of specific dates and terms.