



Long term plans for: History

Our Curriculum Drivers are:

Wellbeing

Aspirations

Outdoor Learning

These key drivers are integral to all that we do at Glade, to ensure that all of our pupils leave us as happy, healthy and well-rounded individuals.



"Growing, Learning, Achieving with Dedication and Enthusiasm"



KEY VOCABULARY FOR EACH YEAR GROUP IN (inset name of subject)

Year 1	before, after, past, present, then, now.
Year 2	Thomas Farynor, baker, Pudding Lane, 1666, smoke, fire, flames, Samuel Pepys, London, burning, buildings, Lord Mayor, River Thames. Queen Elizabeth, reign, throne, past, present, before, after, Christopher Columbus, Neil Armstrong, significant.
Year 3	Ice Age, Stone Age, Bronze Age, Iron Age, island, mammoth, copper, Romans, ice glaciers survive, climate, hunters, ancestors, crops, swords, empire, cave, Stonehenge, arrows, iron, metal, gold, woolly, tin, silver. Afterlife, Akhet, Amulet, Amun, Ankh, Book of the Dead, Canopic jars, Cedar, Dynasty, Egyptologist, Eye of Horus, Giza, Hatshepsut, Hieroglyphics, Memphis, Mummy, Nefertiti, Osiris, Papyrus, Pharaoh, Pyramid, Sarcophagus, Scribe, Senet, Sphinx, Thebes, Tutankhamun. Mount Vesuvius, Pompeii, earthquake, Richter scale, tremor, cyclone, hurricane, cumulonimbus, tropical storm, drought, deforestation.
Year 4	Acropolis, Agora, Alexander the Great, Aristotle, Athens, Chiton, Cuirass, Democracy, Ephors, Helots, Macedonia, Oligarchy, Olympics, Pericles, Plato, Socrates, Sparta, Stadion, Titans, Trireme, Tyrant. Aqueduct, Barbarian, Censor, Century, Circus, Citizen, Emperor, Forum, Fresco, Gaul, Gladiator, Gladius, Legion, Mosaic, Paterfamilias, Praetor, Province, Republic, Senate, Toga. Anglo-Saxon, Bayeux Tapestry, bronze helmet, cremation pot, East Anglia, Kent, lyre, Mercia, Northumbria, Offa's Dyke, runes, St. Bede, Sutton Hoo, thatched, Wessex, Sussex, Essex.
Year 5	Baghdad, House of Wisdom, caliph, empire, Al-Khwarizmi, silk road, Sunni, Shia, geometric, calligraphy, Arabesque, Mecca. Vikings – spear, axe, sword, shield, thatched house, longship, Odin, Thor, Frejya, warrior, freeman, slave, Alfred the Great, invasion, raids, Jorvik, Danegeld. Tudors – Battle of Bosworth, King Henry VII, King Henry VIII, Edward VI, Doublet, Ruff, Wattle and daub, Timbered, Banquet, War of the Roses, Galleon, The Mary Rose, Spanish Armada, Hampton Court Palace, Globe Theatre, William Shakespeare, Explorer.
Year 6	The Great War, no man's land, trenches, Battle of Somme, poison gas, conscription, armistice, U-boat, Zeppelins, gas masks, Remembrance Sunday, Wilfred Owen, Battleship navy, tank, Triple Alliance, planes, Air Force, Trench foot, propaganda, rations, bombing raids, Triple Entente, Christmas Day truce. Adolf Hitler, Allies, blackout, bomb, Concentration camps, Evacuee, Home Guard, Refugee, soldier, Air raid shelter, Blitz, Winston Churchill.



Long Term Plan (Content)

Subject	Autumn	Spring	Summer
N	Members of their immediate family	Own life story	Family History
R	Familiar situations in the past.	Differences and similarities between things in the past and things now	Lives of the people around them and their roles in society.
1	History of toys	Homes through the ages	Significant people - Who was famous when mum and dad were little?
2	Great fire of London	Monarchs	Significant people from Britain or abroad - Why were Christopher Columbus and Neil Armstrong brave people?
3	Historical extreme weather events	Stone Age to Iron Age	Ancient Egypt
4	Ancient Greeks	The Romans	Anglo-Saxons
5	Early Islamic Civilisation	Vikings	Tudors
6	World at War - WWI	Journeys - WW II	Changing World - 1930s - 1960s



EYFS

Skills	
Chronological Understanding	Children should be able to talk about past and present events in their own lives and in the lives of family members.
Range and depth of historical knowledge	Know about similarities and differences between themselves and others, and among families, communities and traditions
Interpretations of history	Children know about similarities and differences in relation to places, objects, materials and living things.
Historical enquiry	Talk about the features of their own immediate environment and how environments might vary from one another.



Year One

Skills	
Chronological Understanding	<ul style="list-style-type: none">• Sequence events in their life.• Sequence 3 or 4 artefacts from distinctly different periods of time.• Match objects to people of different ages.
Range and depth of historical knowledge	<ul style="list-style-type: none">• Recognise the difference between past and present in their own and others lives.• To know and recount episodes from stories about the past.
Interpretations of history	<ul style="list-style-type: none">• Use stories to encourage children to distinguish between fact and fiction• Compare adults talking about the past - how reliable are their memories?
Historical enquiry	<ul style="list-style-type: none">• Find answers to simple questions about the past from sources of information e.g. artefacts.



Year Two

Skills	
Chronological Understanding	<ul style="list-style-type: none">• Sequence artefacts closer together in time and check with reference book.• Sequence photographs etc. from different periods of their life.• Describe memories of key events in lives.
Range and depth of historical knowledge	<ul style="list-style-type: none">• Recognise why people did things, why events happened and what happened as a result.• Identify differences between ways of life at different times.
Interpretations of history	<ul style="list-style-type: none">• Compare 2 versions of a past event.• Compare pictures or photographs of people or events in the past.• Discuss reliability of photos/ accounts/stories.
Historical enquiry	<ul style="list-style-type: none">• Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.



Year Three

Skills	
Chronological Understanding	<ul style="list-style-type: none">• Place the time studied on a timeline.• Use dates and terms related to the study unit and passing of time.• Sequence several events or artefacts.
Range and depth of historical knowledge	<ul style="list-style-type: none">• Find out about everyday lives of people in time studied.• Compare with our life today.• Identify reasons for and results of people's actions.• Understand why people may have wanted to do something.
Interpretations of history	<ul style="list-style-type: none">• Identify and give reasons for different ways in which the past is represented.• Distinguish between different sources - compare different versions of the same story.• Look at representations of the period - museum, cartoons etc.
Historical enquiry	<ul style="list-style-type: none">• Use a range of sources to find out about a period.• Observe small details - artefacts, pictures.• Select and record information relevant to the study.• Begin to use the library and internet for research.



Year Four

Skills	
Chronological Understanding	<ul style="list-style-type: none">• Place events from period studied on timeline.• Use terms related to the period and begin to date events.• Understand more complex terms e.g. BC/AD.
Range and depth of historical knowledge	<ul style="list-style-type: none">• Use evidence to reconstruct life in time studied.• Identify key features and events of time studied.• Look for links and effects in time studied.• Offer a reasonable explanation for some events.
Interpretations of history	<ul style="list-style-type: none">• Look at the evidence available from that period of time.• Begin to evaluate the usefulness of different sources.• Use text books and historical knowledge.
Historical enquiry	<ul style="list-style-type: none">• Use evidence to build up a picture of a past event.• Choose relevant material to present a picture of one aspect of life in time past.• Ask a variety of questions.• Use the library and internet for research.



Year Five

Skills	
Chronological Understanding	<ul style="list-style-type: none">• Know and sequence key events of time studied.• Use relevant terms and period labels.• Make comparisons between different times in the past.
Range and depth of historical knowledge	<ul style="list-style-type: none">• Study different aspects of different people - differences between men and women.• Examine causes and results of great events and the impact on people.• Compare life in early and late 'times' studied.• Compare an aspect of life with the same aspect in another period.
Interpretations of history	<ul style="list-style-type: none">• Compare accounts of events from different sources - fact or fiction.• Offer some reasons for different versions of events.
Historical enquiry	<ul style="list-style-type: none">• Begin to identify primary and secondary sources• Use evidence to build up a picture of a past event• Select relevant sections of information• Use the library and internet for research with increasing confidence.



Year Six

Skills	
Chronological Understanding	<ul style="list-style-type: none">• Place current study on timeline in relation to other studies.• Use relevant dates and terms.• Sequence up to 10 events on a timeline.
Range and depth of historical knowledge	<ul style="list-style-type: none">• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.• Compare beliefs and behaviour with another time studied.• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.• Know key dates, characters and events of time studied.
Interpretations of history	<ul style="list-style-type: none">• Link sources and work out how conclusions were arrived at.• Consider ways of checking the accuracy of interpretations - fact or fiction and opinion.• Be aware that different evidence will lead to different conclusions.• Confidently use the library and internet for research.
Historical enquiry	<ul style="list-style-type: none">• Recognise primary and secondary sources.• Use a range of sources to find out about an aspect of time past.• Suggest omissions and the means of finding out.• Bring knowledge gathered from several sources together in a fluent account.