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Long Term Planning Document for History Autumn Term 2022

Diamond YR class

Curriculum coverage	Lesson progression	By the end of Reception	Skills	Vocab	Concepts
Understanding the World	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Talk about the lives of people around them and their roles in society. Know some similarities and differences between things from the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books in class and storytelling.	Distinguishing between the past and present. Children can talk about who is in their family e.g. grandparents (generations). Know about events beyond living memory e.g. Remembrance, festivals.	Old New Past Present Today Tomorrow Yesterday Last Week Last Year	Love Family Understanding



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Emerald Y1/2 class

Summary of Previous Learning

Castles and homes/ EYFS ELGs

Curriculum coverage	Lesson progression	Knowledge	Skills	Vocab	Concepts
	To ensure children have an understanding of chronology	To know what chronology means To be able to identify what a timeline is To put dates on a timeline.	Develop a simple awareness of the past. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages. Place events on a simple timeline.		
From the NC KS1 document: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and	To find out when Christopher Columbus lived and what he was trying to achieve.	The ship suggests he might be a sailor The telescope suggests he might be an explorer. They learn to build understanding progressively as more clues are revealed Highest attaining pupils make inferences e.g. <i>he is taking over a country the</i> Pupils know that Christopher Columbus lived a long time ago •Pupils know that Christopher Columbus was an explorer? •Pupils can identify ways in which life was different when Christopher Columbus was alive.	Pupils can make simple deductions from individual images. Pupils can make inferences from sources Talk about simple similarities and differences between life at different times.	Discovered Voyage Navigator Maps Trade Transport Astronaut Aeronautical engineer Professor NASA	Bravery Passion wisdom



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Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ♣ significant historical events, people and places in their own locality.					
	To find out about Christopher Columbus's journey and what he discovered.	Pupils can describe what a sea journey in the 15th century might have been like Pupils can compare a modern sea journey with a sea journey in the 15th century Pupils know what Columbus discovered and why this was significant.	Find answers to simple questions about the past from sources of information e.g. artefacts. Ask and answer simple Historical questions.		
	Did everyone think that Columbus was a hero? How and why should we remember Columbus.	To know that opinion on CC is mixed. CC angered some people; some people argue that CC did not treat people well in the new world and also brought new diseases back to Europe.	Pupils are able to suggest ways in which Columbus might be remembered		



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	To explore the impact of Columbus's voyages and what he brought back to Europe.	Pupils know that Columbus brought new things to Europe from the Americas Pupils know that Columbus did not discover what he thought he had discovered.	Pupils can ask and answer questions about the life and achievements of Columbus		
	To find out who Neil Armstrong is and why he is remembered today.	Pupils can describe some of the aspects of life in the 1960s	Pupils find out and describe facts about Neil Armstrong Pupils compare life in different time periods?		
	To find out about Neil Armstrong's landing on the moon and the impact this had on the world.	Pupils know about some of the ways in which space exploration has had an impact on our lives today	Pupils describe the events surrounding the first landing on the moon Pupils express how the astronauts might have felt during the Apollo 11 mission		



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	To be able to compare the lives and achievements of Columbus and Armstrong.		compare two individuals: Pupils identify and describe ways in which Armstrong and Columbus were similar to each other		
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Topaz Y2/3 class

Summary of Previous Learning: castles and homes

Curriculum coverage	Lesson progression	Knowledge	Skills	Vocab	Concepts
The Roman Empire and its impact on Britain	To find out where the Roman fit on a timeline of known events.	Chronology. Pupils to name events before and after roman times	Develop a chronologically secure knowledge of British and world history	Army Amphitheatre Aqueduct Empire Rome Legion Mythology Bias Invader Latin Calvary Invader taxation	Consequences Democracy identity
	To find out why the Romans left sunny Italy to invade this cold island on the edge of the empire? Did Claudius invade for the same reasons as Caesar?	Pupils understand the meaning, size and timescale of the Roman empire by drawing conclusions from maps and timelines Pupils understand at least 2 main reasons, e.g.: raw materials such as corn, iron, also Claudius' personal motivation	Pupils able to write explanation showing at least 2 reasons, not just listed but developed.		
	To gain a knowledge and understanding of why Boudica stood up to the Romans. To understand the image do we have of her today?	Pupils understand why the Celts would have been apprehensive about taking on the Roman army. Pupils understand personal motivation of Boudica and can link to actions taken by Romans			interpretation



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	To know and understand why the Romans able to keep control over such a vast empire?	Pupils know why the Roman army was so powerful including organisation, conditions, pay etc	Pupils are able to select reasons for their explanation and begin to prioritise them in order of importance		
	To know and be able to explain how the Roman way of life contrast with the Celtic lifestyle they found when they arrived and Part 2 How do we know?	Pupils know which the most significant changes would have been e.g. emergence of towns and villas in countryside. Pupils know and understand how sophisticated Roman lifestyle was for rich, e.g.: evidence Fishbourne (about palaces and villas) and from Silchester (about towns) Pupils know and can talk about entertainments that Romans had in society - amphitheatres, baths and forum.	Pupils understand that society was diverse and that poor lived very differently. Pupils understand the nature of evidence (sources) from Roman times e.g. remains of buildings, coins, written descriptions, objects such as tesserae, bones, oil lamp		
	To understand and know the possible reasons for why this great empire came to an end?	Pupils know and are able to list at least 3 valid reasons. They know and can discuss making links between them e.g. costs of running empire and need to increase taxation, or use of barbarians in army and impact on morale.	Handle sources and evidence to ask and answer questions about the past on the basis of simple observations Ask and answer appropriate Historical questions, using their growing Historical knowledge.		
	To know and be able to talk about how much of our lives today can possibly be	Pupils know and can list and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc. Pupils	Communicate their knowledge though discussion, drawing, drama and role play,		



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	influenced by the Romans who lived here 2,000 years ago?	grasp that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.	making models, writing and ICT. Use simple terms to talk about the passing of time.		
	To study different aspects of Roman history.	. To know about and be able to explain the role of roman women To know about the different forms of roman entertainment including gladiators To explain the history of Roman roads To know about Roman Ancient buildings	Pupils to choose an individual study and be able to feed back to the rest of the class (research skill). Y2 may be adult led. Pupils to provide mini presentations for the rest of the class.		



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Amethyst Y3/4 class

Summary of Previous Learning: Romans

Curriculum coverage	Lesson progression	Knowledge	Skills	Vocab	Concepts
Pupils should be taught about: ♣ changes in Britain from the Stone Age to the Iron Age	To introduce the definition and time scale of human prehistory.	Pupils know what the term 'prehistory' means Pupils know the names of the three periods of prehistory Pupils understand that Britain was once covered in ice. They know that the earliest settlers were hunter-gatherers and lived in caves.	Pupils can describe how we can find out about the prehistoric past. Place the time studied on a timeline, compare where this fits in to topics previously studied. Use terms related to the period and begin to date events. Understand more complex Historical terms e.g. BC/AD/CENTURY Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.	Primitive Civilisation Neanderthal Skara Brae Evolve Artefact	Sacrifice Resilience community



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	To find out about early humans and the Palaeolithic period.	Pupils know and can explain how and when people first came to Britain Pupils know what kind of animal's early humans were encountered? Pupils know where early humans lived	Use evidence to reconstruct life in the time studied. Identify key features and events of time studied. Look for links and effects in the time studied. Offer a reasonable explanation for some events.		survival
	To find out about people who lived in the Mesolithic period.	Pupils know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated? Ensure Pupils know where Doggerland is Pupils can describe what Mesolithic life was like.	Look at and evaluate the evidence available. Begin to evaluate the usefulness of different sources.		
	To find out how people lived in the Neolithic period.	Pupils know where and when agriculture was developed Pupils know when people in Britain started farming. Pupils can locate the move to farming on a simple timeline. They can explain the impact of farming esp. taming wild animals, growing wheat etc. The pupils know that hunter-gatherers were living alongside early farmers about 5,000 years ago	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 and answer a variety of questions		
	To find out what we can learn about life in	Pupils know that discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago.	Pupils can make deductions about way of life by studying		



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	the Stone Age from a study of Skara Brae?		evidence of buildings left behind e.g. How do we know that the people living there were fishermen? Use sources to find out the answers to: How do we know that they ate pigs and cattle? How do we know that they grew crops? How do we know that their houses were dark?		
	To learn about the significance of Stonehenge and why it was difficult to work out why it was built.	Pupils know that it was built about 5,000 years ago, in stages. They can explain how it was built. Pupils understand that it was one of many similar constructions from that time.	Pupils can speculate as to likely use and come to a reasoned judgement using evidence. Pupils use provisional and tentative language (might have, perhaps, possibly, maybe etc.)		
	To find out about how people lived in the Bronze Age.	Pupils know how bronze is made? Pupils know how people were buried in the Bronze Age Pupils know what happened to the climate at the end of the Bronze Age	Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. Construct own responses beginning		



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			to select and organise relevant Historical information. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY		
	To find out about how people lived in the Iron Age.	Pupils know how iron is made •Pupils know what Iron Age houses were like Pupils can list 2 or 3 characteristics of life in an Iron Age hill fort community. • Pupils know what happened at the end of the Iron Age	They can draw inferences from archaeological finds They can explain how artists' impressions are created from fragments of finds.		
	Can you solve the mystery of the 52 skeletons of Maiden Castle? Source-based history mystery	Pupils know about Maiden castle in Dorset. Pupils know what was found there Pupils use knowledge of hill forts to find out more about maiden castle There are 31 hillforts in Dorset It is clear from sites like Maiden Castle that things were far from peaceful across Britain long before the Romans invaded in AD43. Tribes would have been frequently at war with their neighbours	Pupils can use their contextual knowledge of Iron Age hill fort life to speculate as to what might have happened. They can come to a conclusion as to the possible reasons for the bodies and substantiate their judgement using at least one piece of evidence. More able pupils can begin to weigh up the strengths and weaknesses of each theory.		



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Ruby Y5/6 class

Summary of Previous Learning: Egyptians

Curriculum coverage	Lesson progression	Knowledge	Skills	Vocab	Concepts
To develop children's understanding of chronology	To place various historical studies on a timeline	Place Egyptians, romans, Current royalty and other famous events on a timeline	Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied		
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	To understand the concept of justice. To understand when the middle ages were. To know that both crimes and their punishments have changed over the last 100 years.	To know and be able to recognise the time period known as the middle ages. Pupils grasp that justice in the Middle Ages depended almost entirely on the community. Their only hope of protection from theft and violence was for everyone in the village or town to work together. Pupils can explain how the system of justice worked.	Pupils infer meaning from medieval paintings. Pupils interpret data from a pie chart showing the frequency of crimes and a line graph showing link between food prices and crime.	Deterrence/deterrent Punishment convict custodial prison interrogate sentence jury/ judge medieval treason	Justice Communities Rights Freedom consent



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	To understand what communities considered crime and the punishments for this.		Pupils can explain why so many were found not guilty of serious crimes.		
	To understand Types of Crime How law and order was enforced, including policing and types of court Capital punishment, fines, whipping, public humiliation and imprisonment	Short re-cap on nature of medieval crime and punishment. Then focus on Robin Hood story. Pupils learn from the Robin Hood story that justice was loaded in favour of the rich and powerful. They grasp that if you ran away from justice you would be declared an outlaw and could be killed on sight; They understand that Robin Hood robbed from the rich, including the church, to give to the poor because society was very unequal; sheriffs made sure the law was obeyed; he killed deer in the forest, against the law. etc.	Pupils consider what went through the minds of medieval people when they dispensed justice: making criminals suffer, allowing society to get on with life, free of crime. Using fear of consequences to stop people committing crimes.		
	To understand the crimes and punishments change between 1500 and 1750 and the impact this had on prevention of crime.	Pupils understand changes in nature of new crimes e.g. more vagrancy witchcraft religious practices They grasp that there was a greater emphasis on humiliation and can cite 3 examples of this They understand there were continuities e.g. pillory, stocks, ducking stool whipping, fines	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Answer and devise own Historically valid questions about change, cause, similarity and		



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			difference and significance.		
	To understand the reasons why punishments become so bloody in the 18th century?	Pupils understand that this was an era of the Bloody Code when there was a massive increase in the number of capital offences. They grasp that these were often for quite trivial offences, usually involving property. Pupils understand what is meant by the term Bloody Code and that punishments were as harsh as possible and as public as possible to deter people from committing crime.	Pupils can explain the paradox that the number of crimes went up but the number of executions went down.		
	To understand why so much change happened in the 19th century and the impact it had.	Pupils will know that the greatest change in punishments at this time was transportation (Transportation seen as a middle punishment between executions and fines until prisons took over. Transportation ended in 1868.) Pupils know why there was such a growth in crime during this period. Pupils understand that this was a great period of growth in prisons: 90 new ones in the first 40 years of Victoria's reign. Pupils know and understand about the growth of policing.	Pupils can use information about crime rate from a line graph to raise enquiry questions for themselves. Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.		
	To understand the way we catch and punish criminals improved that much		Pupils are able to interpret data from a line graph and then raise questions to		



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	in the last 100 years and evaluate it.		investigate independently. Pupils are able to speculate as to the possible reasons for the rise and fall in the crime rate, using prior knowledge and awareness of contemporary issues Recall, select and organise information. Construct informed responses that involve thoughtful selection and organisation of relevant Historical information		
	To find out about how the criminal justice system work today and if it is fit for purpose?	To know and be able to demonstrate an understanding that several different organisations make up the Criminal Justice System To know and be able to discuss some of the different arms of the Criminal Justice system and begin explain what they do To have developed understanding of the Criminal Justice System and be able to confidently explain the roles of different organisations	Select and organise information to produce structured work, making appropriate use of dates and terms		



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	To reflect on the work done and be able to make a case for When was the best time to be a criminal?	Pupils make a case for a particular era being the best time to be a criminal. Although this sounds flippant, it allows pupils not only to immerse themselves even deeper in a period that has caught their imagination, it also ensures that they compare periods.	promotes creativity and independence but within parameters including writing for an audience. Recall, select and organise information. Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.		
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