



Overchurch Junior School History Subject Content and Long Term Plan 2019-20

Key Stage 2

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

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Year	Autumn	Spring	Summer
3	<p>Black History Month (October) (light touch) Suggesting Rosa Parks 100th anniversary of the first Armistice Day in 1919 (November) (light touch)</p> <p>Changes in Britain from the Stone Age to the Iron Age and the Celts</p> <p><i>Stone age visitor/day</i></p> <p style="text-align: center;"><u>Stone Age to the Iron Age and the Celts</u></p> <ul style="list-style-type: none"> • Timeline using the terminology of AD and BC and BCE (Before the Common Era) and CE (The Common Era) • Developing a community from hunter gatherers, to Skara Brae, to hill forts • Homes. What would life have been like? • Looking at artefacts and what they tell us. Significant changes in tools. • Festivals • Crime and Punishment • Communication and how it developed from the evidence of cave paintings as a form of recording history and communicating to others. • Achievements such as the control of fire and the wheel. 	<p>27/1/20 75th anniversary of the liberation of the Auschwitz and Birkenau concentration camps by the Soviet Red Army (light touch) 12/3/20 75th anniversary of the death of diary writer Anne Frank in Bergen-Belsen concentration camp. (light touch)</p> <p>Local History Study - Liverpool From fishing village to trading port.</p> <p><i>Visit Ferry Maritime Museum</i></p> <p style="text-align: center;"><u>Local History Study – Liverpool</u></p> <ul style="list-style-type: none"> • From fishing village to trading port. • Timeline with the language of decades and the use of mathematical skills to work out how long ago events took place and why. • Trade connecting to the world and how the development of trade has helped to shape our live and still does. • Slavery and its impact on Liverpool • Laws against slavery • The Titanic: the children to research the building, maiden voyage and the tragedy that followed. • The transition from trade to leisure. 	<p>8/5/20 75th anniversary of VE Day (Victory in Europe) during the Second World War (light touch) 10/7/20 80th anniversary of the Battle of Britain during World War II which ran until 31st October (light touch)</p> <p>Ancient civilisations The Egyptians– the achievements of the earliest civilisations.</p> <p><i>Visit Liverpool Museum</i></p> <p style="text-align: center;"><u>The Egyptians</u></p> <ul style="list-style-type: none"> • Timeline of events and where it fits into world history using large school time line. • Looking at the Ancient Egyptian way of life. • Focus on the gods, pyramids, beliefs, the afterlife and mummification • Howard Carter and the evidence provided by archaeologists to piece together the way of life in Ancient Egypt. • Use artefacts to develop the children’s understanding about what happened in the past.
	<p>Historical Skills <u>across the topics</u> Chronological understanding -</p> <ul style="list-style-type: none"> • describe events and periods using the words: BC, AD and decade • describe events from the past using dates when things happened, use a timeline within a specific time in history to set out the order things may have happened. • use mathematical knowledge to work out how long ago events in recent and local history would have happened. 	<p>Knowledge and interpretation -</p> <ul style="list-style-type: none"> • appreciate that people in history would not have communicated as we do or have eaten as we do • begin to picture what life would have been like for the early settlers • suggest why certain events happened as they did in history • explain how events from the past have helped shape our lives including work on justice and crime and punishment. 	<p>Historical enquiry -</p> <ul style="list-style-type: none"> • recognise the part that archaeologists have played in helping us understand more about what happened in the past • use various sources of evidence to answer questions • research a specific event from the past to then write about this

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4	<p>Black History Month (October) (light touch) Suggesting Martin Luther King 100th anniversary of the first Armistice Day in 1919 (November) (light touch)</p> <p>Ancient Greece – a study of Greek life and their influence on the western world</p> <p><i>Greek Day</i></p> <p><u>Greece</u></p> <ul style="list-style-type: none"> • Timeline/chronology of ancient Greece. • Schooling comparison between Sparta and Athens and the differences in teaching fighting skills and the academic subjects. Discuss the role of girls in education. • Beliefs: research into Mount Olympus where the 12 most powerful gods lived and looking at some of those who didn't such as Hades. • Myths e.g. Perseus and Medusa. The Greek gods was a world full wars, compromise and punishment and love. Many were based on the fact that gods, like mortal men, could be punished or rewarded for their actions. • Democracy, meaning, system, The Ekklesia, The Boule and The Dikastria. Who was left out? How this influences our political system today. 	<p>27/1/20 75th anniversary of the liberation of the Auschwitz and Birkenau concentration camps by the Soviet Red Army (light touch) 12/3/20 75th anniversary of the death of diary writer Anne Frank in Bergen-Belsen concentration camp. (light touch)</p> <p>Local History Study Birkenhead</p> <p><i>Visit Birkenhead Priory</i></p> <p><u>Local History Study Birkenhead</u></p> <ul style="list-style-type: none"> • Birkenhead Priory: established as a Benedictine Monastery in the 1150's and is one of the oldest standing buildings in Merseyside. • How the monks farmed the land for nearly 400 years. • How they welcomed travellers and operated a ferry across the Mersey to Liverpool after being given the ferry rights in 13 18 by Edward I. • Why in 1536 it was closed down by Henry V111 and the monks dispersed. • The development and growth of Birkenhead • The history of Birkenhead Park. 	<p>8/5/20 75th anniversary of VE Day (Victory in Europe) during the Second World War (light touch) 10/7/20 80th anniversary of the Battle of Britain during World War II which ran until 31st October (light touch)</p> <p>The Roman Empire and its impact on Britain</p> <p><i>Visit Chester</i></p> <p><u>Romans</u></p> <ul style="list-style-type: none"> • Local links trip to Chester to the museum and a tour from a Roman soldier. Looking at artefacts and how they help to build an accurate picture of the past. • Time line of main events of the Roman Empire and use mathematical skills to work out how long ago events occurred and to round up time differences into centuries and decades. • Crime and punishment • Life of a Roman soldier using a variety of research resources. • Roman Empire linked to the invasion of Britain and why they invaded. • Legacy: how has this shaped our lives. • Hadrian's Wall. Why was it built and where? • Looking at Vesuvius and Pompeii, related to dance and geography. 			
	<p><u>Historical Skills across the topics</u></p> <table border="0"> <tr> <td data-bbox="145 1451 651 2143"> <p>Chronological understanding -</p> <ul style="list-style-type: none"> • describe events from the past using dates when things happened • describe events and periods using the words ancient and century • use a timeline within a specific time in history to set out the order things that may have happened? • use mathematical knowledge to work out how long ago events would have happened and to round up time differences into centuries and decades • begin to recognise and quantify the different time periods that exists between different groups that invaded/inhabited Britain </td> <td data-bbox="651 1451 1112 2143"> <p>Knowledge and interpretation -</p> <ul style="list-style-type: none"> • recognise that Britain has been invaded by several different groups over time • suggest why certain events happened as they did in history • suggest why certain people acted as they did in history • explain how events from the past have helped shape our lives • begin to appreciate why Britain would have been an important country to have invaded and conquered • appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past including looking at justice and crime and punishment. </td> <td data-bbox="1112 1451 1541 2143"> <p>Historical enquiry -</p> <ul style="list-style-type: none"> • recognise the part that archaeologists have had in helping us understand more about what happened in the past • use various sources to piece together information about a period in history • use information finding skills to help write about historical information through research, • identify similarities and differences between given periods in history • research two versions of an event and say how they differ </td> </tr> </table>			<p>Chronological understanding -</p> <ul style="list-style-type: none"> • describe events from the past using dates when things happened • describe events and periods using the words ancient and century • use a timeline within a specific time in history to set out the order things that may have happened? • use mathematical knowledge to work out how long ago events would have happened and to round up time differences into centuries and decades • begin to recognise and quantify the different time periods that exists between different groups that invaded/inhabited Britain 	<p>Knowledge and interpretation -</p> <ul style="list-style-type: none"> • recognise that Britain has been invaded by several different groups over time • suggest why certain events happened as they did in history • suggest why certain people acted as they did in history • explain how events from the past have helped shape our lives • begin to appreciate why Britain would have been an important country to have invaded and conquered • appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past including looking at justice and crime and punishment. 	<p>Historical enquiry -</p> <ul style="list-style-type: none"> • recognise the part that archaeologists have had in helping us understand more about what happened in the past • use various sources to piece together information about a period in history • use information finding skills to help write about historical information through research, • identify similarities and differences between given periods in history • research two versions of an event and say how they differ
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5	<p>Black History Month (October) (light touch) Suggesting Nelson Mandela 100th anniversary of the first Armistice Day in 1919 (November) (light touch)</p> <p>Local history Study The Victorians linked to Port Sunlight</p> <p><i>Visit Port Sunlight</i></p> <p><u>Victorians/Local History Study</u></p> <ul style="list-style-type: none"> • Links to Geography Local Study topic covering the history of St Mary's Church and looking at photographs of Upton then and now and identifying changes. • Plotting recent history on a time line using centuries. • Port Sunlight - housing conditions how the village differed from the Victorian slums where the workers lived in the cities. • William Hesketh Lever as a philanthropist, business man and art collector. • Children – working conditions and schooling and making comparisons with today. • Laws passed to protect children and how parliament works. • Time line of inventions that have had a major influence on our lives today. 	<p>27/1/20 75th anniversary of the liberation of the Auschwitz and Birkenau concentration camps by the Soviet Red Army (light touch) 12/3/20 75th anniversary of the death of diary writer Anne Frank in Bergen-Belsen concentration camp. (light touch)</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p><i>Anglo Saxon Day</i></p> <p><u>Anglo Saxon / Scots</u></p> <ul style="list-style-type: none"> • Timeline of key events, use of dates and historical language of time as well as mathematical skills. • Reasons for invasion and the seven Kingdoms • Key characters including Vortigan, Hengest and Horsa and their battle to keep the Scots and Picts out. Debate why Vortigan felt he needed help protecting Britain. • Settlements and place names. What they mean and how many remain in the local area. • The hierarchy of society: king, ceorl, thanes and slaves • Crime and Punishment: Weregild, trial by ordeal and the beginning of the justice system. • The story of Beowulf • Comparisons with Roman Britain 	<p>8/5/20 75th anniversary of VE Day (Victory in Europe) during the Second World War (light touch) 10/7/20 80th anniversary of the Battle of Britain during World War II which ran until 31st October (light touch)</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward confessor</p> <p><i>Visit from a Wirral Viking</i></p> <p><u>Vikings</u></p> <ul style="list-style-type: none"> • Raids and Invasion: why and where? • Alfred The Great, the Anglo Saxon King of Wessex, and his fight against the Vikings and eventual peace making so they could live alongside each other. • Long ships and their importance for raiding trade and exploration. • Beliefs and Gods such as Odin, Thor, Loki and Frey and their belief in Valhalla. • The introduction of Danegeld by King Ethelred to pay off the Danes when they attacked. • Viking Place names, the connection to Wirral. • Investigate artefacts such as coins, shields, weapons and combs and brooches and how they have informed us about the past • Trade: learn about the goods traded by the Vikings and the extent of their trading network across Europe and beyond 			
	<p><u>Historical Skills across the topics</u></p> <table border="0"> <tr> <td data-bbox="145 1592 651 2145"> <p>Chronological understanding -</p> <ul style="list-style-type: none"> • place episodes of history on a timeline showing periods of time • use mathematical skills to work exact time scales and differences as need be • use dates and historical language in work • begin to build up a picture of what main events happened in Britain/the world during different centuries • plot recent history on a timeline using centuries </td> <td data-bbox="651 1592 1110 2145"> <p>Knowledge and interpretation –</p> <ul style="list-style-type: none"> • describe historical events from the different periods studied • make comparisons between historical periods; explaining things that have changed and things which have stayed the same • appreciate that how we make decisions has been through a Parliament for some time • appreciate that significant events in history have helped shape the country we have today • gain a good understanding as to how crime and punishment has changes over the years </td> <td data-bbox="1110 1592 1541 2145"> <p>Historical enquiry -</p> <ul style="list-style-type: none"> • appreciate how historical artefacts have helped us understand more about British lives in the present and past • give more than one reason to support an historical argument • communicate knowledge and understanding orally and in writing and offer points of view based upon what is found out? </td> </tr> </table>			<p>Chronological understanding -</p> <ul style="list-style-type: none"> • place episodes of history on a timeline showing periods of time • use mathematical skills to work exact time scales and differences as need be • use dates and historical language in work • begin to build up a picture of what main events happened in Britain/the world during different centuries • plot recent history on a timeline using centuries 	<p>Knowledge and interpretation –</p> <ul style="list-style-type: none"> • describe historical events from the different periods studied • make comparisons between historical periods; explaining things that have changed and things which have stayed the same • appreciate that how we make decisions has been through a Parliament for some time • appreciate that significant events in history have helped shape the country we have today • gain a good understanding as to how crime and punishment has changes over the years 	<p>Historical enquiry -</p> <ul style="list-style-type: none"> • appreciate how historical artefacts have helped us understand more about British lives in the present and past • give more than one reason to support an historical argument • communicate knowledge and understanding orally and in writing and offer points of view based upon what is found out?
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6	<p>Black History Month (October) (light touch) Ibn Battuta 100th anniversary of the first Armistice Day in 1919 (November) (light touch)</p> <p>Monarchs A study of an aspect or theme in British history extends chronological knowledge beyond 1066</p> <p><i>Visit Chirk Castle</i></p> <p><u>Monarchs</u></p> <ul style="list-style-type: none"> • Death of Edward the Confessor up to coronation of William. Sequencing events of 1066. • Compare information from different historical sources e.g. events of the Battle of Hastings as depicted in Bayeaux Tapestry compared to other sources. A recount of the Battle of Hastings. • Tudors – symbolism in portraits of Henry VIII and Elizabeth I. • Henry’s wives – changes to the church, treatment of women. • Spanish Armada. • Crime and punishment. 	<p>27/1/20 75th anniversary of the liberation of the Auschwitz and Birkenau concentration camps by the Soviet Red Army (integrate into main theme) 12/3/20 75th anniversary of the death of diary writer Anne Frank in Bergen-Belsen concentration camp. (integrate into main theme)</p> <p>Local History Study World War II – the impact on the local area</p> <p><i>Visit World War II Day, Imperial War Museum North</i></p> <p><u>WWII</u> In-depth study into these areas. All classes will do evacuation and then choose one to research and present to other classes.</p> <ul style="list-style-type: none"> • Evacuation • The Blitz • Rationing • Battle of Britain <p>Skills covered.</p> <ul style="list-style-type: none"> • Summarise the main events of the war, explaining the order in which they happened. • Britain’s influence on world history and what has Britain learned from other countries. • Impact on the local area. • Identify and explain propaganda. 	<p>8/5/20 75th anniversary of VE Day (Victory in Europe) during the Second World War (light touch) 10/7/20 80th anniversary of the Battle of Britain during World War II which ran until 31st October(light touch)</p> <p>A non-European society The Mayans a non – European society that provides contrasts with British history.</p> <p><i>Residential</i></p> <p><u>The Maya</u></p> <ul style="list-style-type: none"> • Investigate how an ancient civilisation showed greater advancement than civilisations after them. • Crime and punishment. • The calendar and mathematical systems. • Clash with the European civilisations. • Maya gods and the story of creation. 			
	<p><u>Historical Skills across the topics</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>Chronological understanding -</p> <ul style="list-style-type: none"> • say where a period of history fits on a timeline • place a specific event on a timeline by decade? • place features of historical events and people from past societies and periods in a chronological framework • appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them </td> <td style="width: 33%; vertical-align: top;"> <p>Knowledge and interpretation -</p> <ul style="list-style-type: none"> • summarise the main events from a specific period in history, explaining the order in which key events happened • summarise how Britain has had a major influence on world history • summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently • describe features of historical events and people from past societies and periods studied • recognise and describe differences and similarities/changes and continuity between different periods of history including looking at crime and punishment. </td> <td style="width: 33%; vertical-align: top;"> <p>Historical enquiry -</p> <ul style="list-style-type: none"> • identify and explain an understanding of propaganda • look at more than one version of events and say how the author may be attempting to persuade or give a specific viewpoint • describe a key event from Britain’s past using a range of evidence from different sources • communicate knowledge and understanding orally and in writing and offer points of view based upon what has been found out </td> </tr> </table>			<p>Chronological understanding -</p> <ul style="list-style-type: none"> • say where a period of history fits on a timeline • place a specific event on a timeline by decade? • place features of historical events and people from past societies and periods in a chronological framework • appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them 	<p>Knowledge and interpretation -</p> <ul style="list-style-type: none"> • summarise the main events from a specific period in history, explaining the order in which key events happened • summarise how Britain has had a major influence on world history • summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently • describe features of historical events and people from past societies and periods studied • recognise and describe differences and similarities/changes and continuity between different periods of history including looking at crime and punishment. 	<p>Historical enquiry -</p> <ul style="list-style-type: none"> • identify and explain an understanding of propaganda • look at more than one version of events and say how the author may be attempting to persuade or give a specific viewpoint • describe a key event from Britain’s past using a range of evidence from different sources • communicate knowledge and understanding orally and in writing and offer points of view based upon what has been found out
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