



## History Long Term Plan 2022/23

### 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 3	
Autumn and Spring 1	Spring 2 and Summer
<p>Changes in Britain</p> <p><b><u>Stone Age to the Iron Age and the Celts</u></b></p> <p>I can use a timeline using the terminology of BC and BCE (Before the Common Era), AD and CE (The Common Era).</p> <p>I can understand the idea that people have been living in Britain for a very long time.</p> <p>I can learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age - a period of over 10,000 years!</p> <p>I can recognise continuities. For example there is very little change in houses, house-building or settlement size until well into the Iron Age.</p> <p>I can investigate issues and solve valid historical questions by recognising the nature of the evidence on which my judgement and knowledge is based.</p>	<p>The Egyptians</p> <p>I can describe when it was Ancient Egypt and how it fits into world history.</p> <p>I can understand how long ago this was.</p> <p>I can understand the significance of the River Nile.</p> <p>I can develop an understanding of early civilisations and commonalities.</p> <p>I can investigate the significant achievements of the Ancient Egyptians and how we know about them.</p> <p>I can use artefacts/sources to develop my understanding about what happened in the past.</p> <p>I can find out about everyday Ancient Egyptian life.</p> <p>I can understand an aspect of the Ancient Egyptians e.g. the religion, leadership, lifestyles and begin to make comparisons with other civilizations.</p>



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Year 4	
Autumn and Spring 1	Spring 2 and Summer
<p><b>Ancient Greece</b> I can describe the timeline/chronology of ancient Greece I can, through investigations, find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. I can explore the continuing legacy of Ancient Greeks, and their influence on education, language, architecture, government and the Olympic Games. I can describe the links with other ancient civilisations and societies.</p> <p>The emphasis throughout the unit is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance. Democracy, meaning, system, The Ekklesia, The Boule and The Dikastria. Who was left out? How this influences our political system today</p>	<p><b>The Romans</b> I can look at artefacts and how they help to build an accurate picture of the past. Local links trip to Chester to the museum and a tour from a Roman soldier. I can understand a timeline 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 I can describe the life of a Roman soldier using a variety of research resources I can understand how the Roman Empire is linked to the invasion of Britain and why they invaded I can describe how the Romans have shaped our lives I can understand Hadrian's Wall, why was it built and where</p>



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Year 5		
Autumn	Spring	Summer
<p>Britain's settlements by Anglo-Saxons and Scots</p> <p>I can understand a timeline of key events, use of dates and historical language of time as well as mathematical skills</p> <p>I can describe the reasons for invasion and the seven Kingdoms</p> <p>I can understand the 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</p> <p>I can understand settlements and place names, what they mean and how many remain in the local area</p> <p>I can understand the hierarchy of society: king, ceorl, thanes and slaves</p> <p>I can understand crime and Punishment: Weregild, trial by ordeal and the beginning of the justice system</p> <p>I can understand the story of Beowulf</p> <p>I can describe the comparisons with Roman Britain</p>	<p>Vikings</p> <p>I can investigate artefacts and how they have informed us about the past</p> <p>I can describe raids and invasion: why and where?</p> <p>I can understand long ships and their importance for raiding, trade and exploration</p> <p>Learn about the goods traded by the Vikings and the extent of their trading network across Europe and beyond</p> <p>I can describe beliefs and Gods such as Odin, Thor, Loki and Frey and their belief in Valhalla</p> <p>I can understand Viking Place names, the connection to Wirral</p> <p>I can understand the introduction of Danegeld by King Ethelred to pay off the Danes when they attacked</p> <p>I can describe who Alfred The Great, the Anglo-Saxon King of Wessex, was and his fight against the Vikings and eventual peace making so they could live alongside each other.</p>	<p>Monarchs</p> <p>I understand the death of Edward the Confessor up to coronation of William Sequencing events of 1066</p> <p>I can compare information from different historical sources e.g. events of the Battle of Hastings as depicted in Bayeux Tapestry compared to other sources. A recount of the Battle of Hastings</p> <p>I can describe what it means to be a monarch</p> <p>I can understand the timeline of British monarchs over the last 1000 years</p> <p>I can describe the Tudors - symbolism in portraits of Henry VIII and Elizabeth I, Henry's wives - changes to the church, treatment of women.</p>



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Year 6



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Autumn	Spring	Summer
<p>British Empire</p> <p>I can understand the formation of the British Empire - why did the British create an Empire?</p> <p>I can describe the Transatlantic Slave Trade</p> <p>I can identify inspirational Figures from the British Empire - Kingdom Brunel, Nightingale &amp; Wilberforce</p> <p>I can compare and contrast the Roman Empire with British Empire</p> <p>I can describe the inventions of the Victorians and their influence on the rest of the world</p> <p>I can understand the outcome of the British Empire - the commonwealth</p> <p>I can discuss "Was the British Empire something to be proud of"?</p> <p>I can understand what it means to be enslaved and the history of the Slave Trade</p> <p>I can understand how people became enslaved, the journey, the markets and the work</p> <p>I can understand the resistance and abolition (William Wilberforce)</p> <p>I can describe the links to Liverpool, remembering and links to Black Lives Matter</p>	<p>World War 2</p> <p>I can summarise the main events of the war, explaining the order in which they happened</p> <p>I can understand Britain's influence on world history and what Britain has learned from other countries.</p> <p>I can describe the impact of the Blitz on the local area including Wallasey</p> <p>I can identify and explain what propaganda is</p> <p>I can understand evacuation, the Blitz, rationing, the Battle of Britain</p> <p>I can describe the role of women in the war and of the soldiers of the Commonwealth.</p> <p>I can understand the Holocaust - highlighting ALL the people who suffered.</p>	<p>Early Islamic Civilisation</p> <p>I can sequence events on a timeline</p> <p>I can understand how and why the Islamic Empire grew</p> <p>I can explain the importance of Baghdad in Early Islamic Civilisation</p> <p>I can explain the importance of the silk road</p> <p>I can explore what everyday life was like in Baghdad, including how and why education was important</p> <p>I can explain how Baghdad was a centre of learning</p> <p>I can explain how Baghdad fell</p>