

Willerby Carr Lane

Primary School



Curriculum Long Term Plan

HISTORY

POLICY MANAGEMENT

Approved by	
Date approved	
Effective date	
Next review date	
Version Control	The most up to date version of this document is held on the school's intranet

Curriculum Long Term Plan: HISTORY

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Ourselves	Great Fire of London	United Kingdom	United Kingdom	Plants	Animals
Subject Focus	Myself	The Great Fire of London Guy Fawkes	None	none	Local history	Seaside
Programme of Study	<ul style="list-style-type: none"> changes within living memory 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements significant historical events 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> changes within living memory the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality
Skills/ Activities	<ul style="list-style-type: none"> Ourselves – How have I changed? Sequence pictures of how we grow. Class discussions of special events in their lives. Class discussions - how things change as we get older – birthdays – how they change year on year. How the gifts and the parties have changed as they get older. 	<ul style="list-style-type: none"> Gun Powder Plot Look in non-fiction texts to find information. Sequence the events that happened. Discuss how people recall events. The Great Fire of London Identify how London has changed. Look at how the fire fighters have changed – then and now. Sequence and recall the main events. Look at how sources can help us find information. Discuss fire safety. Visit from a fire fighter. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> How has our locality changed? Go on Google Earth to see/ compare how our local area has changed. Our school through the years - look at old photographs of the school – compare it to now. Can they spot any original features? 	<ul style="list-style-type: none"> Changes within living memory- the seaside then and now Research using old photographs and postcards. Look at how people use to travel to the seaside and compare it to now. Discuss holidays that people had in the past and how they are different now. Look at how factories would close down so trips could be taken. Discuss piers and promenades. Look at how clothing has changed. Talk about sun safety. Invite people in to discuss holidays from the past.

Curriculum Long Term Plan: HISTORY

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Where in the World	Where in the World	Florence Nightingale and Mary Seacole	Florence Nightingale and Mary Seacole	Habitats	Habitats
Subject Focus	Willerby???	Amy Johnson	Florence Nightingale and Mary Seacole	Florence Nightingale and Mary Seacole	None	none
Programme of Study	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality 		<ul style="list-style-type: none">
Skills/ Activities	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Who was Florence Nightingale? 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Curriculum Long Term Plan: HISTORY

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	The Stone Age to The Iron Age	The Stone Age to The Iron Age	Romans	Romans	Extreme Earth	Forces and Magnets
Subject Focus	changes in Britain from the Stone Age to the Iron Age	changes in Britain from the Stone Age to the Iron Age	the Roman Empire and its impact on Britain	the Roman Empire and its impact on Britain	None	none
Programme of Study	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<ul style="list-style-type: none"> the Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<ul style="list-style-type: none"> the Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	•	•
Skills/ Activities	<ul style="list-style-type: none"> Prior knowledge (chocolate bar activity) - what do we already know? To create a prehistoric timeline from The Stone Age to The Iron Age To examine cave paintings and how they link to the Stone Aged people's achievements To create our own cave paintings linked to a personal achievement (links with art and design) To deduce facts from non written sources of evidence (e.g. looking at artefacts, such as an arrow head and exploring what this tells us about The Stone Age) To explore and compare the Paleolithic and Neolithic eras and examine their artefacts To create a musical instrument that could have been used in The Stone Age Visit from the archaeologist from The Lincolnshire Trust 	<ul style="list-style-type: none"> Use technology to research early farming and settlements Create an informative fact file about Skara Brae To look at how the development of bronze improved people's livelihood (matching activities, videos, case studies) Use Iron Age hill forts to identify how life changed over the discovery of iron (birds-eye view drawings) To investigate what Stonehenge is (what/when/why/who/where) To create a silhouette image with a horizon effect background of Stonehenge (links with art and design). 	<ul style="list-style-type: none"> Prior knowledge (chocolate bar activity) - what do we already know? To begin to understand the spread of the Roman Empire through a comprehension task To create a timeline of the spread of the Roman Empire, including key dates and events To map out which countries were invaded and in which order To map out the roads built by the Romans in the United Kingdom and their significance (use atlases to locate the starting and ending cities of the roads) To re-enact a Roman invasion through role play and to explore how the invasion had an impact on a range of people's lives 	<ul style="list-style-type: none"> To identify why Hadrian's Wall was built (create a fact file) Use scaling to create a drawing of Hadrian's wall to scale, including the key points along the wall, e.g. turret (links with maths) To explore Roman Gods and Goddesses through family trees and fact files (links to optional half term homework) To roleplay the different roles of the Roman Gods and Goddesses To plan, design and produce a Roman baths School trip to Hull and East Riding Museum Possible year group assembly based on The Romans 	•	•

Curriculum Long Term Plan: HISTORY

YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Ancient Egypt	Humans	Anglo Saxons	Electricity	Indian Summer	Animals and their Habitats
Subject Focus	Ancient Egypt	Ancient Egypt	Britain's settlement by Anglo-Saxons and Scots	Britain's settlement by Anglo-Saxons and Scots	None	None
Programme of Study	<ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China 	<ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China 	<ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne 	<ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Skills/ Activities	<ul style="list-style-type: none"> Hieroglyphics – write and decode messages Who were their gods and what were they like? Hieroglyphics –investigate, write and decode messages. Mummification –how and why Pyramids – investigate Howard Carter and his discoveries River Nile and farming Using primary sources – The Rosetta Stone Create a scene from our class story in the style of Egyptian art. Links Author: Jeremy Strong 'There's a Pharaoh in my Bath' Trip to Hands on History – Mummification Workshop / Reading Artefacts Workshop Geography – Locate main features of Egypt on a map DT – make a simple shaduf Maths – timeline. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Push and pull factors of migration. Where did the A-S settle? Investigate local ordinance survey maps. Evaluate findings. Runes – investigate, write and decode messages. Compare and contrast homes and clothing –A-S and Celt / Roman. What did they believe and research the names of the days of the week. Investigate how England changed with Christianity. Team task – research Sutton Hoo – present findings as a booklet. Write a web page using research on Alfred the Great – 'Just how great was Alfred?' Compare and contrast Anglo Saxons and Egyptians. Links Geography – local map investigation of place names English – entomology of words / why spelt as they are. Beowulf – kennings and stories of monsters. Art / DT – textile work based on weaving. Sketching / samples of patterns of treasure from Sutton Hoo. Maths – timeline. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Curriculum Long Term Plan: HISTORY

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Sense of Belonging	Mayans	Journey into Space	The Vikings	On the Banks of the Humber	On the Banks of the Humber
Subject Focus	William Wilberforce	Mayans	Astronomers/ Space Race	Vikings	None	None
Programme of Study	<ul style="list-style-type: none"> a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 	<ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Skills/ Activities	<ul style="list-style-type: none"> William Wilberforce Transatlantic slave trade Abolition of slavery Other abolitionists 	<ul style="list-style-type: none"> Where/ when Mayans lived Mayan timeline Mayan Gods (linked to English) Mayan number system Mayan writing (codex) Mayan food Mayan exploration and discovery 	<ul style="list-style-type: none"> Timeline of Space Race Timeline of astronomers 	<ul style="list-style-type: none"> Viking homes Viking traders – link to Yorvik How we know about the past 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Curriculum Long Term Plan: HISTORY

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Victorians	World War II	Rainforests	Cold Climates	Ancient Greece	Moving On
Subject Focus	Victorians	Victorians	n/a	n/a	Ancient Greece	
Programme of Study	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a local history study 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none">
Skills/ Activities	<ul style="list-style-type: none"> Victorian times and how life changed during that time Local census Victoria timeline Working children Life in the slums (rich v poor) Workhouse (linked to English e.g. Streetchild) Use secondary sources (inc. pictures of royal family) 	<ul style="list-style-type: none"> local history, development of Hull, using censuses from 1851 and 1906) The Blitz in Hull 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Race to the South Pole 	<ul style="list-style-type: none"> Timeline – Alexander the Great – timeline Family life Athens v Sparta Theatre Myths and monsters Write own myth and develop own monster Greek pots 	<ul style="list-style-type: none">