



Long term plan: History 2021-2023



	Intent: To encourage an understanding of the past, and how events within history have shaped how we live today and will influence our futures.	Skills: To develop skills as historians and develop knowledge through enquiry, chronology and interpretation of historical evidence.	Knowledge: Through each subject pupils will focus on the inventions and discoveries that shaped each period of history. They will consider the effect these had on societies at the time and the impact they have on the present.
	Advent	Lent	Pentecost
EYFS/ Year 1	<p>Terrific Toys NC: Understand historical concepts such as continuity and change. Knowledge Thread: To know that the inventions of toys had an impact on the leisure activities of children in the past.</p> <p>-Sequence 3 or 4 artefacts from distinctly different periods of time -Match objects to people of different age. -Recognise that children from different socio-economic background had different types of toys.</p>	<p>Famous for 5 minutes: Monarchs NC: Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Knowledge Thread: To know that certain developments in medicine had an impact on society and it's monarch.</p> <p>-Explore the significant developments of English life during Elizabeth I's reign. - Explore the significant developments of English life during Elizabeth I's reign -Use the values of monarchs in the past to help them come up with their own values if they were to be king or queen</p>	<p>Changes in Living memory: Travel and Transport NC: Understand changes in living memory Recognise similarities and differences in different periods Knowledge Thread: To understand how to invention of the steam train and motor car changed the way people spent their leisure time.</p> <p>-Sequence different types of transport chronologically. -Explore how transport changed the day to day lives of people in the past. -Find answers from simple questions about the past from historical sources.</p>
Year 2	<p>The Great fire of London NC: Learn about events that go beyond living memory Knowledge Thread: To learn how the invention of the fire engine saved many lives. -To experience a modern approach to the risk of fire, compared with ~350 years ago. -To generate and answer questions about the great fire of London.</p>	<p>Activists NC: Learn about the lives of significant individuals in the past who have contributed to international achievements. Knowledge Thread: To know that significant individuals made use of technology to have an impact on society -Understand the global significance of Rosa Parks' story.</p>	<p>Famous for five minutes: Medicine NC: Learn about the lives of significant individuals in the past who have contributed to international achievements. Knowledge Thread: To know that the invention of penicillin had a profound effect on the health of society -Learn about the life of Mary Seacole.</p>

	-Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	-Be able to express their opinion on the Rosa Parks story. -Understand that their lives and connected with the lives of others.	-Order or contribute to a timeline about her life. -Use the portrait of Mary Seacole to answer and ask questions and extend their knowledge and understanding of her life
Year 3-	<p>Changes in Britain: Stone Age to Bronze Age NC: Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Knowledge Thread: To understand how the development of tools shaped the way society was built.</p> <p>-Use inference to make educated guesses about what inventions were made in prehistory. -Find out the answers to historical questions by looking at sources. -Place dates in the right place chronologically on a timeline</p>	<p>Ancient Egypt NC: Understand the abstract term 'civilisation' Know and understand the nature of ancient civilisations; characteristic features of past non-European society. Knowledge thread: To knowledge that many Egyptian inventions can provide an historical resource that we can use today.</p> <p>- Describe early burials in Ancient Egypt. -Explain why mummification developed to preserve bodies for the afterlife. - Characteristic features of past non-European societies</p>	<p>Ancient Greece NC: Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history Knowledge thread: Ancient Greece – Study Greek life and achievements and their influence on the western world.</p> <p>-Describe how Greek inventions had an impact on society and ensured they were one of the great early civilisations. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. Understand how our knowledge of the past is constructed from a range of sources.</p>
Year 4- Pre 1066	<p>The Roman Empire and its impact on Britain. NC: Develop a chronologically secure knowledge and understanding of the world, establishing clear narratives. Knowledge Thread: To become familiar with Roman engineering in terms of architecture and road building and assess the reasons why many of these are still in existence today.</p> <p>-To understand how the Romans built roads and buildings and how many of these have survived over 2000 years. -To know the location of a number of different towns and cities across Britain that have historical Roman significance. -Begin to understand the chronology of the founding of Rome within western history.</p>	<p>Britain's settlements Anglo- Saxons Viking and Anglo- Saxon struggle for the Kingdom NC: Understand that many different peoples have settled in Britain since the start of the common era and helped shape the nation. Knowledge thread: To know that the development of the longboat had a profound effect on exploration and trade.</p> <p>-Understand that the Vikings invaded Britain. -Understand when the Vikings invaded in the context of the history of Britain.. -Understand that our knowledge of the Vikings comes from a range of historical sources</p>	<p>Changes in Britain from 1066 NC: Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Knowledge Thread: To understand how inventions such as the loom during the Industrial Revolution had an impact on society and fashion</p> <p>-Study changes in an aspect of social history such as clothing. Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance</p>

<p>Year 5/6 (21/22) British society beyond 1066</p>	<p>Local History Study NC: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Knowledge Thread: To understand how architecture shaped the town of Stamford</p> <p>-Map the development of Stamford from being a small village to the large conurbation it is today. -Focus on the Georgian architecture that is so prevalent in the town and is it's recognisable feature. -Why was Stamford such an important town historically and today</p>	<p>Darwin and Victorian Britain NC: 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</p> <p>Knowledge Thread: To show an understanding of the influence of the empire across the world. Analyse the impact of Darwin's discoveries on science.</p> <ul style="list-style-type: none"> - What significant changes occurred during the Victorian period - Who was Charles Darwin and why was his theories so controversial - What was the British Empire 	<p>The Battle of Britain NC: Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Knowledge Thread: To understand how important the invention of the gas mask was and why it was never used. The importance of the bouncing bomb in the turning point of the war.</p> <p>-To understand some of the major events leading up to the Battle of Britain, including the countries involved and the roles they played. To become familiar with the location of the countries involved in first year of WW2 by locating them on a map of 1939 Europe</p>
<p>Year B (22/23)</p>	<p>Local History: Knowledge Thread: focus on the People of Stamford who shaped the town during the Georgian period focusing on Burghley House</p> <ul style="list-style-type: none"> - Who were William Cecil and Capability Brown - What impact did they have on Elizabethan and Victorian Society - A brief look at the Elizabethan period - 	<p>Victorian Britain Knowledge Thread: Inventions that changed the world</p> <p>-A closer look at significant invention and the impact they had on society. -Time line of travel across the ages from the humble wheel to trains to motor cars.</p>	<p>Local History: Focus on the people who had an impact on the Victory in World War Two</p>