



West Tyne Church Schools Federation

History Long Term Plan



Reception

Understanding the World

1. Children talk about images of familiar situations in the past, for example our school and local area.
2. Children compare and contrast figures from the past, using fiction and non-fiction texts to deepen understanding.
3. Children recognise that some environments from the past are different, for example when dinosaurs were alive.

ELGs

1. Talk about the lives of people around them and their roles in society.
2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
3. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Year 1/2 Cycle A

What was life like for our grandparents

Pupils will learn about everyday life and families today.

They will compare their own childhood to those in the 1950s, using artefacts and a range of different sources as well as learn about the Queen's coronation.

The Great Fire of London and Newcastle.

- Pupils will develop an awareness of different types of historical sources; previous experience of building timelines e.g. personal histories.
- Pupils will describe key features of London in 1666 particularly in relation to housing; street layout; workplaces and use of fire.
- Can explain why

Year 1/2



Movers and Shakers History

Pupils will study Christopher Columbus and Neil Armstrong who have had a major impact on the world. They will use timelines, stories and historical sources to find out about these people and their significance.

Cycle B



Magnificent Monarchs History

Pupils will learn about the English & British monarchy from AD 871 to the present day. Using timelines, and other sources, they will build up an understanding of six significant sovereigns then visit Carlisle Castle

Year 3/4



Through the Ages History

Pupils will evaluate the impact of changes throughout British prehistory from the Stone Age to the Iron Age. They will consider changes to life-style caused by ingenuity, invention and technological advancement.

Cycle A

Empires and Emperors

Pupils will learn about the history and structure of ancient Rome and the Roman Empire. They will consider the impact of Roman expansion and how the Roman legacy can be seen in their own locality.

Year 3/4 Cycle B

Invasion

Pupils will study life in Britain after the Roman withdrawal. Using primary and secondary sources, they will explore Anglo-Saxon and Viking invasions up to the Norman conquest, including visits to Lindisfarne.

What was life like for our grandparents

Pupils will study the Egyptians, one of the World's first civilisations. and compare three of the world's first ancient civilisations: Children will explore the impact, rise & fall of the civilisation & a visit to the Hancock museum

Year 5/6 Cycle A

Shang Dynasty

Pupils will explore the history of ancient China, focusing primarily on the Shang Dynasty. They will consider the lasting legacy of the first five Chinese dynasties and how this dynasty changed the world.



Dynamic Dynasties History

Pupils will evaluate the impact of developments and changes over six periods of ancient Greek history. They will focus on the city state of Athens in the Classical age, and explore its lasting legacy.

Year 5/6 Cycle B



Britain at War History

Pupils will consider the causes, events and consequences of the First World War.

They will explore the impact of new inventions on warfare, how life in Great Britain was affected and the legacy war.

Visit to Beamish

Maafa

Pupils will study Africa's past and the development and end of the slave trade. They will consider Britain's role in the transatlantic slave trade and the causes and consequences of the European colonisation of Africa.



Childhood

- 1) Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- 2) 2. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- 3) Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- 4) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- 5) Learn about events beyond living memory that are significant nationally or globally.

School Days

- 1) Learn about significant historical events, people and places in their own locality.
- 2) Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- 3) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- 4) Learn about 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.



Movers and Shakers

- 1) Learn about 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.
- 2) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- 3) Learn about events beyond living memory that are significant nationally or globally.

Magnificent Monarchs

- 1) Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- 2) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- 3) Learn about events beyond living memory that are significant nationally or globally.
- 4) Learn about 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.



Through the Ages

- 1) Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- 2) Learn about changes in Britain from the Stone Age to the Iron Age.
- 3) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- 4) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- 5) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Emperors and Empires

- 1) Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.
- 2) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- 3) Learn about the Roman Empire and its impact on Britain.



Invasion (Anglo Saxons and Vikings)

- 1) Learn about Britain's settlement by Anglo-Saxons and Scots.
- 2) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- 3) Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- 4) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- 5) Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- 6) Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Ancient Civilisations (Egyptians)

- 1) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- 2) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- 3) Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study
- 4) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.



Dynamic Dynasties (Shang)

- 1) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- 2) Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- 3) Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China.
- 4) Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- 5) Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term time-scales.
- 6) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

Ground-breaking Greeks

- 1) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- 2) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- 3) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- 4) Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- 5) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- 6) Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.



Britain at War

1. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
2. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
3. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

Maafa (African History)

1. Learn about a non-European society that provides contrasts with British history Benin (West Africa) c. AD 900-1300.
2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
3. Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.