

History Long Term Curriculum Plan

It is very difficult to ensure our pupils have the prior knowledge in all areas of the History National Curriculum as they may have missed much of their previous educational journey.

Therefore, we prioritise developing the Historical skills through the topics we learn about. However, subject or topic knowledge is very important so we have planned out the expected knowledge we expect our pupils to learn for each topic. We have plans which detail the subject level knowledge which the teacher may use as a basis for the teaching and learning. The knowledge is broken into year group expectations. In this way a teacher can plan appropriate subject content having assessed the prior learning and understanding of the pupils in the class. They will then record the knowledge that each child has covered and has embedded so that this can be built on in future learning

We take our planning from the year group which best reflects their understanding at the time of joining our school. Therefore, this may be at a lower point than their chronological age.

By building up from strong foundations, we can ensure progress is built upon skills which are firmly embedded in our pupils' memories.



KS1- pupils working at this level will have their learning based in themes decided upon by the class teacher – they may reflect the themes or topics of KS2 for older pupils who are working at a lower level of knowledge and skills

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	I can explain how I have changed since I was born.	I can use words and phrases like; old, new and a long time ago. I can spot old and new things in a picture.	I can explain how some people have helped us to have better lives.	I can recognise that some objects belonged to the past.	I can explain what an object from the past might have been used for.	I can ask and answer questions about old and new objects.



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	I can give examples of things that were different when my grandparents were children.	I can use words and phrases like; before, after, past, present, then and now.	I can find out things about the past by talking to an older person.	I can research the life of a famous person from the past using different sources of evidence.	I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier.	I can answer questions using books and the internet.



KS2

The KS2 curriculum will be on a three-year rolling cycle where the topic will change every year for three years. For those pupils who joined in year 3 and stay through to year 6 they will revisit topics at the much more in-depth level – their records of prior learning will inform the planning

	National Curriculum coverage/ Topic
	KPI's

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3, 4, 5, 6	Cycle 1 Changes to Britain from the Stone Age to the Iron Age - late Neolithic hunter-gatherers and early farmers,	Cycle 1 The Roman Empire and its impact on Britain - Successful invasion by Claudius and conquest, including	Cycle 1 Britain's settlement by Anglo-Saxons and Scots Scots invasions from Ireland to North Britain (now	Cycle 1 The Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the	Cycle 1 - A local History study a depth study linked to one of the British areas of study taught in previous terms.	Cycle 1 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond
	for example, Skara Brae.	Hadrian's wall.	Scotland)	Confessor - Viking raids and invasion.		1066 - eg The changing power of monarchs using case studies such



					as John, Anne and Victoria.
Cycle 2	Cycle 2	Cycle 2 -	Cycle 2 -	Cycle 2 -	Cycle 2 -
Dinosaurs and Early Man (Stone Age)	The Achievements of the earliest civilisation — an overview of where and when the first civilisation appeared and a depth study — Ancient Egypt	The Vikings and Anglo-Saxon struggle for the Kingdom of time of Edward the Confessor	Britain's settlement by Anglo-Saxons and Scots – Early fortresses / Castles	A Local History Study – The Victorians	Theme in British History – Crime and Punishment (from Anglo-Saxons to Present)
Cycle 3	Cycle 3	Cycle 3	Cycle 3	Cycle 3	Cycle 3
Ancient Greece	A non-European society that provides contrasts with British history – Mayan civilisation	The Plague	A Local History Study – Tudors	A Local History Study – World War Two	Theme in British History – Medicine (from Anglo-Saxons to Present)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 7,8,9	Cycle 1 The Normans (Middle ages – Battle of Hastings)	Cycle 1 Crime and Punishment and The Black Death in the Middle ages	Cycle 1 The Transatlantic Slave Trade	Cycle 1 The Development of the British Empire (including a depth study – India)	Cycle 1 Into the Modern World 50s, 60s 70s, 80s 90s,00s	Cycle 1 How has Historical discovery impacted future inventions/ innovation
	Cycle 2 Religion in the Middle Ages	Cycle 2 Life in Tudor Times	Cycle 2 Spanish Armada	Cycle 2 The First World War and the Peace Settlement	Cycle 2 20 th Century USA	Cycle 2 The Industrial Revolution
	Cycle 3 Health and Medicine over time	Cycle 3 The English Civil War	Cycle 3 The Second World War and the wartime leadership of Winston Churchill	Cycle 3 The Holocaust (Including Kindertransport)	Cycle 3 China's Qing Dynasty (1644- 1911)	Cycle 3 Local History Study suitable to the local area Romans / Tudors – period in History with pertinent links





Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
3	I can describe events from the past using dates when things happened. I can use mathematical knowledge to work out how long ago events happened.							
	I can use a timeline within a specific period of history to set out the order that things may have happened. I can explain some of the times when Britain has been invaded.							
	I can use research to f	find answers to specific	historical questions.					



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	I can use mathematic	al skills to round up tim	e differences into cent	uries and decades.		
	I can plot events on a	timeline using centurie	es.			
		I can use mathematical skills to round up time differences into centuries and decades.	I can research two ve differ.	ersions of an event and	explain how they	I can research what it was like for children in a given period of history an present my findings to an audience.
		I can explain how hist life in the past.	I can explain how the lives of wealthy			
		I can explain how an e	event from the past has	s shaped life today.		people were different from the lives of poorer people.





Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
5	I can use a timeline w	ith different historical p	periods showing key his	torical events or lives c	f significant people.				
	I can compare two or	I can compare two or more historical periods; explaining things which changed and things which stayed the same.							
		I can explain how Parliament affected decision making in England.			I can explain how our locality has changed over time.				
			I can test out a hypoth	nesis in order to answe	r questions.				
			I can describe how cri	me and punishment ha	as changed over a perio	od of time.			



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	I can place features o	f historical events and periods of historical events and periods of historical events and I can summarise how Britain has had a major influence on the world.	people from the past sc	ocieties and periods in a	a chronological framewo	



Year Grou p	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	I can interpret simple information from Primary and Secondary sources.	I can identify simple changes in the past.	I can identify a few reasons why something has happened and/or the consequences of this.	·	I can briefly describe people or events.	I can identify possible reasons for the importance of events/people in the past.
	I have a simplistic understanding of interpretations.	I can make use of basic key terms within my written work.	I can make simple references to sources.	I can recognise that events can be looked at and interpreted in different ways.	My responses to questions are generalised.	I can decide about whether to trust an information source.
	I am using key words, specific dates and names with some chronological accuracy.			I can recognise that there are links between events and the resulting consequences.		



Year Grou p	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	I can use key words, dates and name with accuracy.	I can identify and describe changes and continuities.	I can explain, using some detail, one reason for an event happening and/or explain one consequence of an event.	I can explain the links between events and the following consequences.	I can briefly describe people or events in more detail.	I can explain, using some detail, possible reasons for the importance of events/people in the past.
	I can show an understanding and identify Primary and Secondary evidence sources.	I can use key terms with good effect in my written work.	I can make good use of resources and demonstrate this in my written work.	I recognise that different information sources provide me with information and am aware of bias.	My responses to questions are simple and have some secure links.	I can identify whether sources are reliable and for what purpose the information source came from.
	I understand interpretations and offer some development within my explanation.			I can explain why events may be looked at and interpreted in different ways.		



Year Grou p	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	I can use key words, dates and names with accuracy and use these to support descriptions.	I can describe changes and continuities across a period.	I can explain, using accurate detail, more reasons for an event happening and/or consequences of an event.	I can explain using detail the links between events and the following consequences.	I can explain people or events in depth using specialist vocabulary.	I can identify historically significant people, events or changes and can give reasons why they are important.
	I can define and identify Primary and Secondary sources.	I can use a wide range of key terms with good effect in my written work.	I can explain using detail why events may be looked at and interpreted in different ways, offering my opinion.	I can make inferences from different sources and understand that sometimes sources may be bias.	My responses to questions provide some description and explanations.	I can use a wider range of Primary and Secondary information sources and can decide as to their reliability dependent upon the task.
	I can provide an explanation of different interpretations and can critically analyse by offering		I can confidently make use of resources and use these with fluidity within my written work.			



explanations			
using some detail.			
detail.			



Example of the breakdown of the subject knowledge for KS2 History topic

	1					
History Disciplinary Subject Knowledge plan	1					
CYCLE 1 - SPRING 2	year 3		year 4	year 5		year 6
	Who were the V key points	ikings? - simple	Who were the Vikings? - more detailed understanding	Who were the Vil simple compariso groupsn studied		Who were the Vikings ? consider similarities and differences to other groups studied
	Where did the V	ikings come from ?	Identify on a map where Vikings came from	Identify on a map Vikings travelled	where the	Be able to record on a map the travels of the Vikings and consider why they may have travelled to these areas
	What did the Vik	rings believe in?	Consider key points what they believed in	Compare the bell other religions th	ey have studied	identify key similarirtes and differences in the Vikings beliefs and thise of two other religions
	What were the giving simple o first raid		describe giving details around the first Viking raid and how the Anglo saxons responded	describe giving d first Viking raid a saxons responde the anglo saxons	nd how the Anglo d including how	describe giving details around the first Viking raid and how the Anglo saxons responded including why the Vikings were so feared
	Anglo-Saxons and Vikings co-existed, how king and Vikings co-existed, how king Alfred defeated the Vikings and how England was divided. What was life like in Viking Britain? Viking settlements, the roles of mine and women and the Viking laves. How did England become a unified country? discuss the actions Anglo-Saxons such as Aethelflaed, Edward the Elder and Albelstan took to thy and unity England. When was Britain conquered thow was Britain conquered the wow was Britain conquered the provise of the provise the provise of the provise provise of the provise the provise of the provise the provise		Danelaw - consider in more detail how the Anglo Saxons coexisted with the Vikings - discuss how King Alfred defeated the Vikings and that Britain was divided	kepy ways King Alfed debeated the Vikings and that Britain was divided "What was life like in Viking Britain". Viking settlements, describe and label a typical Viking settlement of the rich and of a poorer Viking - the rich and of a poorer Viking - the rich and of a poorer Viking - the viking laws. How did England become a unified country debate the actions significant		roles of men and women - are they simialr to the roles of men and women today? and the Viking laws.
			What was life like in Viking Britain? Viking settlements, describe and lable a typical Viking setllement the roles of men and women and the Viking laws.			
			How did England become a unified country? record and consider the actions significant Anglo-Saxons such as Aethelflaed, Edward the Elder and Althelstan took to try and unify England.			
			How was Britain conquered between 950 AD and 1066? How the Danes conquered Britain for a short period, Battle of Hastings- describe in more detail			How was Britain conquered between 950 AD and 1066? How the Danes conquered Britain for a short period, Battle of Hastings- consider teh impact of this Battle on the future of Britain
KEY VOCAB	1					
Teacher links to reading level and abilty of pupils in class		Anglo-Sax	kon: KS2 Knowledge Mat	'		
	Subject Sp archaeologist Anglo-Saxon kingdoms	Pecific Vocabulary Pecific Vocabulary Pecific vito discours as halos in leating of control of the following in leating of the following in t		Exciting Books		
	Wessex	Enough today or Donal, Hompshile, Somenad and Wilshale. Enough folias or East Anglio, Essex, Sent-and Sussex.	What we know about the Anglo- Saxons	Anglo-Saxon		
	legacy	Ango Societ White legacy which included the language we speak, culture analysistics, story of the offers are our boundates for course to be a second to be a	The Anglo Goons were made up of three tibes: the Angles: Source, and Jules.	Settlements		
	settlement	or arcari daga	The name 'Angles' exemberly become 'English' and their land, 'Angle sourd', become 'England'. They came to British from across the North Sea in the middle of the 3° Contury.	and the same		
	ordeal	As ancient left of gailt or innecessor or a purchased for a case	for a long time, England was not one country, Angle-Sawon kings used ich of small englans across the land.			
	thone	An important Anglo-Boxon person.	The Anglo-Scions were face people who fought many bottles and when they weren't lighting, they were farring.	THE REAL PROPERTY.		
	werglid churl	A fine imposed for clearing or tilling. A lower class legio-boost but better from a	2 the Anglo-Saion period ended when the Normani conquered bright in 1986.	300		
	runes	Tre Anglo-Sovon alphabet		人工人		



Example of the breakdown of the subject knowledge for KS2 History topic

non-statufory and that any topic or j history unit of Study. History Disciplinary Subject Knowledge plan SPRINIG 2	year 3 Who were the Tudors? - simple key points Who was Henry VIIII? What is the famous for? Who was Elzabert 1. Knor five key points about 1. Who was Elzabert 1. Knor five key points about 1. Flight and wrong - rules - compase some Tudor rules to those we have toold you have toold to the medionines which help us toda Tavel - how can we travel today -	Year 4 To be able to order the Tudors from the start on the last - adding the East of Dosewith Who was Henry VIII? Pleasons he may have watered to many to many time? Who was Elszabeth 1 more detailed points about the recommendation of the province and the province about the compare some Tudor rules to those we have today. Medicine - and doctors - book at	e for Tudo dynamy as Ferry Tudos valves on Florikvall at the Baile of Borosoth and wind decisive viction. Henry ME Puglis may be I anniar with the lack that Henry ME Puglis may be I anniar with the lack that Henry ME Puglis may be I make the Market Service of the Market Establish Esploring the Tudos na consistent and elebelating the achievements of the last the Tudos monarchis. Between a roak call when Medical Tudos and pusitionment. This Centual Puglished was place where even related by minor crimer con- lated to grazzly purely merels. Trust me I'm a Tudos doctor and our public medicine. Here the Medical Medical Medical medicine. Tudos medical medical medical medicine. Tudos medical medical medicine. Tudos medical medical medicine. Tudos medical medicine. Tudos medical Tudos medical Tudos medical medicine. Tudos medical Tudos medical Tudos medical Tudos medical Tudos medical Tudos medical Tudos Tu	Discussing reasons for the victory and what this might mean for the people of English removed in the people of English removed in the constructions of the people of English of the Constructions of the International Construction of the Internati
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SPRING 2	who were the Tudors? - sample key points a company to the same that the same same same same same same same sam	To be able to order the Tudor in the order to the order to the and and the order to the last and	How the Noder size Chairing the beginning of the Todd ordinary and referred Vold ordinary on the Todd ordinary of the Noder Size of the Noder Size of the Noder Size of Size o	gof Hou the Tudors crose. Charting the beginning of the Tudor dimension on February Tudor states on Fishwalf III as the State of Desire of the view of the state of the tudor dimension of the people of English and the might mean for the people of English and the might mean for the people of English and Henry VIII, had many whee. Lost what were the concurrence are award of more of his maissage and 9 end of mestages? 9 end of mestages are stated as 9 end of mestages? 9 end of the state of the Tudor mensor bin in more detail were there are propriate of the people of the state of the Tudor mensor bin in more detail were there are propriate propriates and the state of the Tudor people of the state of the tudor did where even relatively mensor or mess could lead to greatly purpose mensor. Euglish are less or a purson greatly purpose mensor. Euglish are less or purson greatly purpose the purpose the state of the state of States of the state of the state of States of states states of states of states states of states
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	points about her Flight and vrong - rules - compare some Tudor rules to those we have today Medicine - and doctors - lock at son of the medicines which help us toda Tratel - how can us travel today how long doctors - lock at som of the medicines which help us toda	points about her Right and virong -rules - compare zome Tuder rules to those we have today Medicine - and doctors - look at y some of the medicinies which help us today - are three any medicines which are based in plants or nature? Tudes time which forms of transport did hisy have - connoder how long it would take to ravie by	and existenting the achievements of the last five Tudor monacture. See Tudor content of the Content Content	tol collebrating the achievements of the last of the Tutol monarchie in more data in even their exploration. The state of the Tutol which would be defined and the collebration of the state of the Tutol which would be defined and the state of the Tutol which would be defined and the state of the Tutol which would be a factor and the state of the Tutol which would be a factor and the state of the Tutol which would be stated to the tutol which would be stated to the tutol which would be stated to the state of the tutol which would be stated to the state of the tutol which would be stated to the state of the tutol which would be stated to the state of
	some Tudor rules to those we have today Medicine - and doctors - look at som of the medionines which help us toda Travel - how can we travel today - hou long does it take to travel form - t	some Tudor rules to those we have today Medicine - and doctors - look at yo some of the medicines which help us today - are there any medicines which are based in plants or nature? In Tudor times which forms of ourseport did they have - consoder how long it would take to tavele by	and punishment. 18th Centus England vs as place where even relatively minor orimer cou- lead to gitzely punishments. Trust true, I'ms Tudes descric. Meet Edward Strangerways. Tudes described trudes to the event and wonderful world of Tudes medicine. 6 Tudes trueslet and the May Rose. The Tudes period was a time of great exploration—eg 26-both, Raleigh, Nael, Out Innovelége of	the Between a rack and a hard place. Tude come and purposeness and purposeness. Place the register as a place of the purposeness and purposeness. Explore at least one pursishment and visit at may have been given in. Trust me. (Im a Tude doctor? Meet Edward Strangeway; Indee doctor and out guide to the verif and vonderful world of Tudor medicine. Perseauch a particular medicaries in the feet of any visit to the purposeness and the purposeness
	of the medionines which help us toda Travel – how can we travel today – how long does it take to travel form – t	y some of the medicnines which help us today – are there any medicines which are based in plants or nature? In Tudor times which forms of transport did they have – consoder how long it would take to travle by	Strangev eys, Tudor doctor and our guide to the wetd and wonderful world of Tudor medicine. 6Tudor travels and the Mary Rose. The Tudo period was a time of great exploration – eg Cabot, Ralegish, Drake. Our knowledge of	Strangeways, Tudor doctor and our guide to the veird and wonderful world of Tudor medicine. Research a particual medicant - is it linked to any visitiuse today? Tudor travels and the Mary Rose. The Tudor period vas a time of great exploration - eg Cabot, Raleigh,
	how long does it take to travel form - t	o transport did they have - consoder how long it would take to travle by	period was a time of great exploration - eg Cabot, Raleigh, Drake. Our knowledge of	 Tudor travels and the Mary Rose. The Tudor period was a time of great exploration - eg Cabot, Raleigh,
			Tudor ships and Tudor life in general has benefitted from the discovery of the week of the Mary Rose, the flagship of Henry VIII's nar	Tudor travels and the Map Ploos. The Tudor predict was at more of give an opportunities — golden, Flabelph, Dake, Du knowledge of Tudor in pine and Tudor High Plant (1997). The Controlledge of Tudor in pine and Tudor High Plant (1997). The Controlledge of Tudor in pine and Tudor High Plant (1997). The Controlledge of Tudor High Plant (1997) and the Controlledge of the Map Plant (1997) and the Controlledge of the Map Plant (1997). The Controlledge of the Map Plant (1997) and the Controlledge of the Con
	Jobs today which we might have seen in Tudor times	seen in Tudor times	- the Groom of the Stool.	
	How do we entertain oursleves today	? Which forms of entertainment look lik enter ways Tudors also enteratined thomsleves – similarities / differences	Tudor sports and pastimes - including jousting	
KEY VOCAB				unriked as a seamstrees. Cattalena of Almondsbury. Cattalena lived in the village of Almondsbury near Bristol. An inventory made at her death in 1825 describes her as of Africa origin, that she was an independent singlevoman' and lists her cow as her most important possession.
NET VOCAB				
	authority A person or ruler's por make decisions for the	rer to give orders and secondary source A docu	ament or a record that was not a street of the event studied.	
	evidence The information that from sources.	historians extract tyrent A personal cruelly	on or ruler who uses their authority	
	heir A person who inherits title after a family m	makey, property or a ember dies.		
	A list of all the items person who died in To Portrail A painting or drawing and expression.	of a person's face	Hens Molbein the Yeunger	
	primary source studied that has not	from the period being	A German painter	
			VIII's court for parieds. His portraits	
	progress A monarch's tour of the accompanied by his or information given out	that court.	famous of Heary	
	propaganda by his or information given out accurate but is intended believe semething or 6 pilots of view.	led to make people s hold a perticular		
	Heavy VIII	Anne Boleyn	Elizabeth I	
	Henry VIII was the King of England from England from 1947.	The second wife of Heavy VIII	The describer of Henry VIII and Agric Bolega, Elephoth J. Fuled from 1558 to 1603, Sun	
	15 of to 7547, Me married sir times to get a	of Elizabeth I. She was strongly Protestant and	ruled from 1558 to 1603. She used perforate,	
	male helf. He used portraits of himself to	tried to influence Menry Will te chroni	used periodis, ryph progresses and color as propagando to show her power and outherful	
	as a powerful king	his religious views.	show her power and authority as a seen	
	THE ASSE	10-servedels/71		