



## 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.

There are pupils in school who have missed more than 2 years of school life Not related to COVID absence. It would not be possible to cover all Historical periods to recap all they have missed. We therefore have to plan to develop the skills through all topics and hope to cover as many historical periods as possible during their time at our school

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

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.	<p>I can use words and phrases like; old, new and a long time ago.</p> <hr/> <p>I can spot old and new things in a picture.</p>	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.







Years 7,8,9	The Normans (Middle ages – Battle of Hastings)	Crime and Punishment and The Black Death in the Middle ages	The Transatlantic Slave Trade	The Development of the British Empire (including a depth study – India)	Into the Modern World 50s, 60s 70s, 80s 90s,00s	How has History changes over the years
	<u>Cycle 2</u>  Religion in the Middle Ages	<u>Cycle 2</u>  The First World War and the Peace Settlement	<u>Cycle 2</u>  Life in Tudor Times	<u>Cycle 2</u>  Spanish Armada	<u>Cycle 2</u>  20 <sup>th</sup> Century USA	<u>Cycle 2</u>  The Industrial Revolution
	<u>Cycle 3</u>  Health and Medicine over time	<u>Cycle 3</u>  The Second World War and the wartime leadership of Winston Churchill	<u>Cycle 3</u>  The English Civil War	<u>Cycle 3</u>  The Holocaust (Including Kindertransport)	<u>Cycle 3</u>  China’s Qing Dynasty (1644- 1911)	<u>Cycle 3</u>  Local History Study – e.g.Brampton / Romans / Carlisle castle



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.					
		<p data-bbox="595 887 1406 922">I can explain some of the times when Britain has been invaded.</p> <p data-bbox="595 1082 1435 1117">I can use research to find answers to specific historical questions.</p>				



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
4	I can use mathematical skills to round up time differences into centuries and decades.						
	I can plot events on a timeline using centuries.						
			I can use mathematical skills to round up time differences into centuries and decades.	I can research two versions of an event and explain how they differ.		I can research what it was like for children in a given period of history and present my findings to an audience.	
			I can explain how historical items and artefacts can be used to help build up a picture of life in the past.				I can explain how the lives of wealthy people were different from the lives of poorer people.
			I can explain how an event from the past has shaped life today.				



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	I can use a timeline with different historical periods showing key historical events or lives of significant people.					
	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 hypothesis in order to answer questions.			
			I can describe how crime and punishment has changed over a period of time.			



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	I can summarise the main events from a period of history, explaining the order of events and what happened.					
	I can place features of historical events and people from the past societies and periods in a chronological framework.					
	I can describe features of historical events and way of life from periods I have studied; presenting to an audience.					
	I can describe a key event from Britain's past using a range of evidence from different sources.	I can summarise how Britain has had a major influence on the world.	I can summarise how Britain may have learnt from other countries and civilisations (historical and more recently.)		I can identify and explain differences, similarities and changes between different periods of history.	I can identify and explain propaganda.



Year Group	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 recognise that sources provide me with information in a variety of formats.	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 Group	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			I can explain why events may be looked at and interpreted in different ways.		

	within my explanation.					
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Year Group	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 explanations using some detail.		I can confidently make use of resources and use these with fluidity within my written work.			
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