

History Long Term Plan

Long Term History Coverage

The History Curriculum at Atherley North Primary School intends to offer all pupils the opportunity to act as historians and think critically about the past and engage in their own community heritage. Pupils at Atherley North Primary School will have the opportunity to develop their enquiry and reasoning skills using primary and secondary sources. This will allow them to make their own conclusions about significant historical events which have shaped and influenced their local community. The chronology of the past will be one of our main focuses in order to showcase how societies and cultures have developed over time. This will allow pupils to make their own connections to significant chronological historical events. The newly developed long-term planning for the history curriculum ensures that chronology skills are developed to a high standard. Throughout the year, each year group studies history topics in chronological order. The Key Stage Two history curriculum also ensures that the content of the history National Curriculum is taught in chronological order. This will enable pupils at Atherley North Primary School to embed an understanding of “deep time” and have a good understanding of when and where important historical events took place. Our history curriculum will encourage pupils to respect and build strong relationships within their community and in turn develop a strong and positive outlook for the pupil’s own future.

Key Stage 1		Key Stage 2	
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		Changes in Britain from the Stone Age to the Iron Age	
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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Coxit and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]		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	
Significant historical events, people and places in their own locality.		The Roman Empire and its impact on Britain	
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]		Ancient Greece – a study of Greek life and achievements and their influence on the western world	
		A local history study	
		Britain’s settlement by Anglo-Saxons and Scots	
		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
		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.	
		A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Autumn Term			

Objective	KS1 (Cycle A)	KS1 (Cycle B)	LKS2 (Cycle A)	LKS2 (Cycle B)	UKS2 (Cycle A)	UKS2 (Cycle B)
Objective	Significant historical events people and places in own locality	Changes within living memory: time, last (yesterday, week, month, year, seasons), here, now, then, before, after, next, soon, in the past/present/future.	Changes in Britain from the Stone Age to the Iron Age	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	Britain’s settlement by Anglo-Saxons and Scots	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Topic	Local History Study of Cannon Hall (Victorians including Domesday book)	Transport through time	Stone Age to Iron Age	Ancient Egypt	Anglo-Saxons	Ancient Greeks
Coverage	<p>Key question: Why is Cannon Hall an important place in Barnsley? What were the roles of the people working at Cannon Hall during the Victorian times? How have they changed over time? Session 1-Finding out key facts about Cannon Hall. Where is Cannon Hall? What is its Purpose? Who built it? How did it Cannon Hall?</p> <p>Session 2-What was life like for different people working/ living at Cannon Hall? Who lived at Cannon Hall? Who worked at Cannon Hall? Link to the Victorian period. Use sources of evidence such as the Domesday book.</p> <p>Session 3- Who had the most important job at Cannon Hall during the Victorian times? Why? Role play a range of job roles.</p> <p>Session 4 and 5-Making comparisons to job roles from the Victorian times and now. Similarities and differences. Session 6- Create a job advertisement for a new job at Cannon Hall- link to Victorian times. Describe the role and what it entails. **POSSIBLE TRIP TO CANNON HALL**</p>	<p>Key question: How has transport changed through time and how has this impacted our lives? Session 1- How has transport changed? To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past.</p> <p>Session 2- Early Travel: The Viking Longboats To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events in the context of finding out about the Viking longboats and how they were used effectively.</p> <p>Session 3- A History of Cars: To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. Session 4- George Stephenson and Trains. To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out about George Stephenson and discussing how the invention of trains had an impact on people’s lives in the 19th century.</p> <p>Session 5- A History of Flight. To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about the history of flight and the Wright brothers’ development of the aeroplane.</p> <p>Session 6- Comparing the Past, Present and Future. To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past and will continue to develop in the future in comparison with present day.</p>	<p>Key question: How did bronze replace stone in the Bronze Age? Session 1- Who were the Romans? Where did they come from? Children complete their KC and find out key facts about the Roman Empire. Children to develop their understanding chronology and create a timeline of when the Romans invaded Britain. 2- Why did the Vikings invade Britain? Who did they fight against? How did they invade? Children look at sources of evidence showing how the Romans invaded Britain and who they fought against. Session 3- What was life like for a Roman soldier? Session 4- What did the Romans believe in? Children will learn about gods/ festivals etc. Session 5- What did the Romans invent? Children to look at key inventions during their time in Britain. (E.g. Aqueducts, Roman numerals, newspapers etc). Session 6- What did the Romans invent? Follow up session to session 5. Use sources of evidence/ artefacts. Session 7- What did the Romans do for fun? Children will learn about the different leisure activities Romans liked to do. (E.g. Gladiator games/ Roman baths. Session 8- Children will apply what they have learnt about the Romans and create a fact file about their favourite explorer. Key facts/ important information.</p>	<p>Key question: What impact have the ancient Egyptians had on our lives? Session 1- Who were the Egyptians? Finding out key facts/ dates linking to the Ancient Egyptians. Creating a timeline and comparing this to points in history children have already learnt about. Session 2- What was life like as an Egyptian? Children will find out about the daily lives of people in Egypt (homes/school). Use sources of evidence to support. Session 3- What was an Egyptian government like? Children will find out about Pharaohs, Viziers and Government Officials. Session 4- King Tutankhamen, the Boy King. Who was he? Why is he famous? What happened to him? A research lesson. Session 5- What did the ancient Egyptians believe in? Children will find out about their religion, gods, offerings and mummification. Session 6- Follow up lesson to session 5. Children will continue to develop their understanding of what the ancient Egyptians believed in, Mummies’ tombs. Session 7- What did the ancient Egyptians invent? Children will learn about Hieroglyphics/ scribes. Use a range of sources of evidence/ artefacts. Session 8- What did the ancient Egyptians invent? Children will learn about science and technology. Use a range of sources of evidence/ artefacts. Session 9- Children will learn about the Egyptian pyramids. Children will develop their understanding of ancient Egyptian architecture. Session 10- Children will apply what they have learnt about the ancient Egyptians by creating a report. Either a written report or documentary.</p>	<p>Key question: What impact have the Anglo-Saxons had on our lives? Session 1- Why did the Romans leave? Session 2- Who were the Anglo-Saxons? Session 3- Timeline of Anglo-Saxons Session 4- Sutton Hoo Session 5- Analysing artefacts Session 6- Anglo-Saxons daily life Session 7- Religion during Anglo-Saxon times Session 8- The Story of Beowulf Session 9- Saxon Kings Session 10- Alfred the Great Session 11- The arrival of the Vikings/invasion on the Anglo-Saxons/end of the Saxon era Session 12- Applying what they have learnt about the Anglo-Saxons by creating a newspaper article</p>	<p>Key question: How did Britain change during the Victorian era? How have these changes impacted on modern Britain? Session 1- Who was Queen Victoria? When did she live? Children will research key facts/ dates and plot on a timeline. Children will compare the chronology of Queen Victoria’s reign to other topics they have learnt about. Session 2- What was the industrial revolution? How did it change Britain? Use sources of evidence to research. Session 3- What was education like during the Victorian era? Children to research using sources of evidence and artefacts. Session 4- What did the Victorians invent? Research using different sources of evidence/ artefacts where possible. Session 5- What did the Victorians invent? Follow up session to session 4. Session 6- Children will learn about Victorian medicine and disease. Session 7- What did the Victorians do for fun? Children will learn about Victorian leisure activities. Session 8- How did the Victorians impact our society? Children to apply what they have learnt throughout their topic to answer key questions. They will create a presentation to showcase changes during the Victorian times and how they have changed Britain.</p>

Spring Term

Objective	KS1 (Cycle A)	KS1 (Cycle B)	LKS2 (Cycle A)	LKS2 (Cycle B)	UKS2 (Cycle A)	UKS2 (Cycle B)
Objective	Events beyond living memory: time, long ago, many years, during.... period, century and Changes within living memory: time, last (yesterday, week, month, year, seasons), here, now, then, before, after, next, soon, in the	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 period	The Roman Empire and its impact on Britain	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	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.	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
Topic	WW1 Remembrance day George VI - WW2	Comparing Christopher Columbus and Neil Armstrong (explorer)	Roman Empire	Vikings	Mayan Civilization	Victorians
Coverage	<p>Key question: Why do people celebrate Remembrance Day? What was life like for a child during WW2? Session 1- Children will learn key information about WW1 and the Poppy Appeal. Children learn about who was key during the time of WW1. Session 2- Continue to build on knowledge from previous session. Children to create a role on the wall of how a WW1 soldier might feel when fighting and when celebrating Remembrance Day. Session 3- Announcement of WW2. How might people feel when hearing the radio broadcast? Predicting what people might do now they know their country is at war. Session 4- Conscriptio. Children develop their understanding of what conscription is and how a child would feel saying goodbye to a loved one. Relating back to key question: What was life like for a child during WW2? Session 5- Rationing, what is rationing? Why did people have to ration? Looking at sources of evidence- ration books, video clips. Making rationed meals. Session 6- Air raids- making an Anderson shelter. Thinking about how children would feel during an Air Raid. Focus on emotions. Session 7- Evacuation! The Blitz. Separation from family members. Packing a suitcase. Session 8 and 9- Victory in Europe Day (VE Day). Celebrating their own street party. Focus on emotions. Session 10- Comparing the life of a WW2 child to children’s own lives. How are they similar/ different? Research the toy children played with during WW2 and now. How are they similar/ different? Summarising learning by creating a diary entry of a day in the life of a child during WW2.</p>	<p>What did Christopher Columbus and Neil Armstrong achieve in their life time? What impact has this had on today’s society? Session 1- finding out key facts about Christopher Columbus. Why is he important? What are his achievements? Session 2- finding out key facts about Neil Armstrong. Why is he important? What are his achievements? Session 3- Comparing CC and NA. When they lived, where they studied, what they travelled on. Similarities and differences between them both. Session 4- How has Christopher Columbus helped us? What changes have been made since? Session 5- How has Neil Armstrong helped us? What changes have been made since? Session 6- Creating a fact file about their favourite explorer. Key facts/ important information.</p>	<p>Key question: How did the Roman invasion change Britain? Session 1- Who were the Romans? Where did they come from? Children complete their KC and find out key facts about the Roman Empire. Children to develop their understanding chronology and create a timeline of when the Romans invaded Britain. 2- Why did the Vikings invade Britain? Who did they fight against? How did they invade? Children look at sources of evidence showing how the Romans invaded Britain and who they fought against. Session 3- What was life like for a Roman soldier? Session 4- What did the Romans believe in? Children will learn about gods/ festivals etc. Session 5- What did the Romans invent? Children to look at key inventions during their time in Britain. (E.g. Aqueducts, Roman numerals, newspapers etc). Session 6- What did the Romans invent? Follow up session to session 5. Use sources of evidence/ artefacts. Session 7- What did the Romans do for fun? Children will learn about the different leisure activities Romans liked to do. (E.g. Gladiator games/ Roman baths. Session 8- Children will apply what they have learnt about the Romans and create a fact file about their favourite explorer. Key facts/ important information.</p>	<p>Key Question: What impact have the Vikings had on Britain? Session 1- Who were the Vikings? Where did they come from? Children complete their KC and find out key facts about the Vikings. Children to develop their understanding chronology and create a timeline of when the Vikings invaded Britain. 2- Why did the Vikings invade Britain? Who did they fight against? How did they invade? Children look at sources of evidence showing how the Vikings invaded Britain and who they fought against. Session 3- What happened when the Vikings went to Lindisfarne? How do we know? (Look at artefacts/ sources of evidence). Session 4- What was life like for a Viking? Session 5- What did the Vikings believe in? Children will learn about gods/ festivals etc. Session 6- What did the Vikings believe in? (Follow up session to session 4). Session 7- What did the Vikings invent? Children to look at tools, weapons etc. Sources of evidence/ artefacts. Session 7- How did Britain change as a result of the Vikings invasion? Children will research using different sources of evidence. Session 8- Children will apply what they have learnt about the Vikings to a final activity. Children to create a presentation about the Vikings. Children to choose how they will present their work e.g. using the laptops, mini maps, Pads etc. Children to answer the key question above.</p>	<p>Key question: What contributions have the Mayans made to life as we know it? Session 1- The rise of the Mayan empire in comparison with British history. Session 2- Mayan culture. Session 3- Mayan society. Session 4- Mayan creation story. Session 5- Story of chocolate. Session 6- Mayan everyday life. Session 7- Mayan religion and beliefs. Session 8- Formation of numbers and letters. Session 9- Applying what they have learnt to create a report about Mayan life. This could be written/ a video documentary.</p>	<p>Key question: How did Britain change during the Victorian era? How have these changes impacted on modern Britain? Session 1- Who was Queen Victoria? When did she live? Children will research key facts/ dates and plot on a timeline. Children will compare the chronology of Queen Victoria’s reign to other topics they have learnt about. Session 2- What was the industrial revolution? How did it change Britain? Use sources of evidence to research. Session 3- What was education like during the Victorian era? Children to research using sources of evidence and artefacts. Session 4- What did the Victorians invent? Research using different sources of evidence/ artefacts where possible. Session 5- What did the Victorians invent? Follow up session to session 4. Session 6- Children will learn about Victorian medicine and disease. Session 7- What did the Victorians do for fun? Children will learn about Victorian leisure activities. Session 8- How did the Victorians impact our society? Children to apply what they have learnt throughout their topic to answer key questions. They will create a presentation to showcase changes during the Victorian times and how they have changed Britain.</p>

Summer Term

Objective	KS1 (Cycle A)	KS1 (Cycle B)	LKS2 (Cycle A)	LKS2 (Cycle B)	UKS2 (Cycle A)	UKS2 (Cycle B)
Objective	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 period	Events beyond living memory: time, long ago, many years, during.... period, century	Significant historical events people and places in own locality	Significant historical events people and places in own locality	Significant historical events people and places in own locality	Significant historical events people and places in own locality
Topic	Comparing Elizabeth I and Queen Victoria (Monarchy) Rosa Parks and Emily Davison (Victorian) Mary Seacole and/or Florence Nightingale and Edith Cavell (War time)	The First Aeroplane Flight The Wright Brothers	Local History Study Dorothy Hyman/ Barnsley FC	Local History Study Locke Park	Local History Study Mining	Local History Study WWII
Coverage	<p>Key questions: How have these important women impacted on/ changed our lives? 1- Learning about Queen Elizabeth’s achievements. 2- Recapping learning on Queen Victoria. Comparing her achievements to Queen Elizabeth. How were they similar? How were they different? How have their achievements impacted our lives? 3- Understanding who Rosa Parks was and her achievements. How have these achievements improved our lives? 4- Comparing Rosa Parks with Emily Davison. How are the similar? How are they different? How has Emily Davison impacted upon our lives? 5- Understanding who Mary Seacole/ Florence Nightingale were and why they are important. Discuss what has changed as a result of their actions. 6- Comparing Mary Seacole/ Florence Nightingale with Edith Cavell. How are the similar? How are the different? Why are they equally important? 7- Summary of learning. How do you think had the most impact on our lives? Why? What would happen if hadn’t done what they did?</p>	<p>Key Question: How have the Wright Brothers changed our lives? Session 1- Learning about the “Wright Brothers”. Who they were, what they did, how they did it, when they did it. Session 2- Studying sources of evidence- images of the first aeroplane. When was it invented? What did it look like? How did people feel about it? Labelling. Session 3- Comparing the first aeroplane to a new aeroplane. How are the similar/ different? Session 4- Continue to develop understanding of how aeroplanes have changed over time. Research and link to previous learning about WW1 and WW2 (fighter planes). How did aeroplanes help during the war? Session 5- How have aeroplanes got better? How they got better? Sharing own experiences of travelling on an aeroplane. Session 6- Creating a newspaper report/ poster showing and explaining what happened during the first aeroplane flight. Thinking about the impact that this has had on our lives.</p>	<p>Key question: How has Dorothy Hyman/ Barnsley FC impacted/ changed our community? Session 1- Gathering information, key dates and facts of Dorothy Hyman/ Barnsley FC- Thinking about why they are important people/ places. Session 2- Research into what happened when Dorothy Hyman won her olympic medals/ Barnsley FC won the FA cup. Session 3- Comparing the differences/ similarities between running and football then and now. Understanding the impact DH winning olympic medals and BFC winning the FA cup had on the community. 4/5- Persuasive piece of writing. Barnsley club want to knock the Dorothy Hyman Sports Centre/ Barnsley FC down. Write a letter explaining why they shouldn’t. Include key facts and summarise the impact these places have had on the community. Present letters. Session 6- Possible visit to Dorothy Hyman Sports Centre/ Barnsley FC. Afterwards, summarise why these places are significant in our community.</p>	<p>Key question? Who was Joseph Locke? How did he impact/ change our community? Session 1- Gathering information, key dates and facts about Joseph Locke. Create a timeline- plot his birth date and date he died. Children make predictions about why he is an important person. Session 2- Research what job Joseph Locke had and his achievements. Plot key achievements onto a timeline. Session 3- Visit to Locke Park. Find statue dedicated to Joseph Locke and Locke tower. Children to learn about why the park was created, who created it and when it was created. Session 4- Children to compare Joseph Locke with Robert Stephenson. Both men were friends and were both engineers. Session 5- Children to explain how Joseph Locke impacted on their community (railways). What happened as a result of what Joseph Locke built? Session 6- Children to create a factual report about Joseph Locke. Children to include key facts/ dates and also explain his achievements.</p>	<p>Key Question: How has mining impacted/ changed our community? Session 1- Hook for learning (possibly hire mining box from the National Coal Mining Museum/ talking box from Barnsley museum) Children studying artefacts, predicting what different things might be used for and why. Session 2- Developing an understanding of what happened during the Oak’s Colliery disaster. How were the people of Barnsley affected? Key dates/ facts. (Lots of websites for this). Session 3- Researching what happened as a result of the Oak’s Colliery disaster. Linking to how mining changed over time- safety regulations, children working down mines etc. Session 4- The Miner’s strike. Key dates/ facts. Children research the cause for the strike. Session 5- Linking back to the miner’s strike. How did this affect our community? Children to develop an understanding of the consequences of the miner’s strike. Session 6- A day in the life of a miner (during mine’s strike). Children to possibly visit the NCHMM. Afterwards, write diary entries/ stories of what it was like to be a miner. **POSSIBLE TRIP TO NCHMM**</p>	<p>Key Question: How did WWI impact/ change Britain and our community? Session 1- Introduction to WWI. Children learn about key facts/ dates. What happened? Why did it happen? Who was involved? Children will listen to the radio broadcast announcing the start of the war. How did people feel? Children to predict what would happen next. Session 2 and 3- What was rationing? Looking at sources of evidence such as ration books. Learn about the impact that rationing had on our community. Look at the “Dig for Victory” campaign. Where possible, interview people from Lindurst Lodge. Share own experiences of rationing. Create rationed meals. Session 4- What was the Blitz? Children look at a range of maps of the UK. Research what happened during the Blitz and the cities that were bombed. Children to come to own conclusions of why specific cities were bombed using a range of research strategies. Children to discuss how this impacted on Barnsley and near by cities e.g. Sheffield. Session 5- What was evacuation? Children learn about why, how and where children were evacuated to. Children to create a diary in the role of an evacuee. Session 6- What was the holocaust? Research- sources of evidence/ artefacts. Session 7- Prologanda. Session 8- A day in the life of a British soldier. Session 9- Women during the war- make do and mend/ land army. Session 10- VE Day. Children research what happened on VE Day. Create own VE Day celebration. Session 11- Present information to another key stage. Children have choice of how they will present what they have learnt about during this topic. Children to answer key question above. **POSSIBLE TRIP TO EDEN CAMP**</p>