Brackenwood Junior School



History

Long Term Plan

**Yearly Overview**

**Long Term Plan**

|  | Autumn | Spring | Summer |
| --- | --- | --- | --- |
| Year 3 | Stone Age, Bronze Age & Iron Age | Romans | Egyptians |
| Year 4 | Anglo-Saxons, Scots and Vikings | Ancient Greece | Ancient Maya |
| Year 5 | TudorsBlack history and changing perceptions | BeninBlack history and changing perceptions | Civil RightsBlack history and changing perceptions |
| Year 6 | Victorians | WWII - local and British turning point | Ancient Civilisations – Indus, Sumer and Shang |



**History**

*The more you know about the past, the better prepared you are for the future*

| **Why should children learn this subject?** | Children at Brackenwood are taught History to prepare them for their next phase of education whilst at the same time giving all students a broad and balanced view of the History of Britain and other societies. In this, children will develop a well-rounded knowledge of the past and its events, with the intention to understand the world around them and their own heritage. History at Brackenwood Juniors aims to be ambitious, and motivating. Ambitious in our coverage of History and thorough in teaching of Historical skills. Motivating, through engaging activities, trips and visitors that give all students an opportunity to question the past. |
| --- | --- |
| **What will children learn to do in this subject?** | At Brackenwood Junior School, children will:* Become increasingly critical and analytical thinkers
* Possess a secure understanding of the chronology of important periods of History
* Discover links between the History they learn and the wider community and locality
* Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies.
* Differentiate between source types and explain how interpretations in History may differ
* Draw on similarities and differences within given time frames and across previously taught History
* Enquire in to Historical themed questions and form their own opinions and interpretation of the past
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| **How will we inspire them?****-**  | * Facilitate educational trips which bring their learning to life such as trips to Styal Mill, Speke Hall and Chester.
* Facilitate themed Days such as Victorian or Roman Day where the children dress up and become a Victorian or a Roman for the day engaging in relevant activities.
* Invite visitors to school, such as the WWII specialist who brings artefacts for the children to examine and learn about.
* Link our class story book to the history being studied.
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*– Theodore Roosevelt*

**Our key driving themes are:**

History intent –

*“The more you know about the past, the better prepared you are for the future.”*

*-Theodore Roosevelt*

At Brackenwood Junior School, our history curriculum aims to inspire our children’s curiosity and stimulate an interest and a detailed understanding of past events and how they impact the world and the local area where we live. Through the teaching of History, we endeavour to teach children to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our curriculum provides children with opportunities to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through history, links are made with citizenship to develop an understanding and appreciation of their identity and cultural background, whilst building tolerance and patience towards other cultures in our multi-cultural society. British values are also taught within the history curriculum. Children will learn about how the people of the past have influenced and shaped the country we live in, they will learn to value diversity and explore democracy and the rule of law throughout different time periods. We believe that teaching History in this way is important in broadening children's horizons, challenging preconceived ideas and developing life skills in order to prepare them for high school and beyond. At Brackenwood Juniors we aim to deepen children’s knowedge of history, including international, national and local area, enabling them to see history as something that they can feel a part of.

**Skills Progression Map – History**

| **Investigating and interpreting the past**Understanding that our understanding of the past comes from an interpretation of the available evidence. |
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| YEAR 3 AND 4 | YEAR 5 AND 6 |
| • Use evidence to ask questions and find answers to questions about the past.• Suggest suitable sources of evidence for historical enquiries.• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.• Suggest causes and consequences of some of the main events and changes in history. | • Use sources of evidence to deduce information about the past.• Select suitable sources of evidence, giving reasons for choices.• Use sources of information to form testable hypotheses about the past.• Seek out and analyse a wide range of evidence in order to justify claims about the past.• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.• Understand that no single source of evidence gives the full answer to questions about the past.• Refine lines of enquiry as appropriate. |
| **Building an overview of world history**Appreciating the characteristic features of the past and an understanding that life is different for different sections of society |
| • Describe changes that have happened in the locality of the school throughout history.• Give a broad overview of life in Britain from ancient until medieval times.• Compare some of the times studied with those of other areas of interest around the world.• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | • Identify continuity and change in the history of the locality of the school.• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.• Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |
| **Understanding chronology**Understanding how to chart the passing of time and how some aspects of history studied were happening at similar times in different places |
| • Place events, artefacts and historical figures on a time line using dates.• Understand the concept of change over time, representing this, along with evidence, on a time line.• Use dates and terms to describe events. | • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).• Identify periods of rapid change in history and contrast them with times of relatively little change.• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.• Use dates and terms accurately in describing events. |
| **Communicating historically**Using historical vocabulary and techniques to convey information about the past. |
| • Use appropriate historical vocabulary to communicate, including:     • dates     • time period     • era     • change     • chronology.• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | • Use appropriate historical vocabulary to communicate, including:     • dates     • time period     • era     • chronology     • continuity     • change     • century     • decade     • legacy.• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.• Use original ways to present information and ideas. |

| **How will this help prepare our children for secondary school?** |
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| Our curriculum is designed to build up the children’s knowledge from Key Stage 1 and begin to prepare them for their secondary experience.  |

**National Curriculum Aims Audit**

| **National Curriculum Aims – History** |
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| 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.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 mankind3.Gain and deploy a historically grounded understanding of abstract terms such as: ‘empire’, ‘civilisation’, ‘parliament’ ‘peasantry’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 analyses5. 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 constructed6.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. |

|  | **Autumn** | **Spring** | **Summer** |
| --- | --- | --- | --- |
| **Year 3** | **Stone Age to Iron Age**1.I can order the Stone, Bronze and Iron Ages chronologically 1 4 62.I can explore the lifestyle of a Stone Age person 13. I can research shelters in the Stone Age period (with a focus on Skara Brae) 14. I can research weapons and tools used throughout the Stone Age 15. I can identify what historians have learned from Stone Age finds 1 4 5 3b6. identify ways the discovery of bronze impacted daily life 1 | **Romans** 1.I can identify when and where the Roman Empire was and how it spread 1 2 3a2.I can investigate how society was structured in Ancient Rome 1 2 33.I can understand what life was like for Ancient Romans 2 3 4 5 64. I understand why Emperor Claudius and the Romans invaded Britain 2 35.I know who Boudicca was and why she was a significant figure during the Roman invasion of Britain 1 2 3 4 5 66. I can explain the power of the Roman Empire’s army 2 3a 67. I can identify the ways that the Roman invasion changed the British landscape (including our local area). 2 3 4 5 6 | **Egyptians** 1.I can place Ancient Egypt within a historical framework (who, where and when) 2 3 4 62.I can understand the significance of the River Nile 1 63.I can explain what life was like in Ancient Egypt (society) 2 3b 4 5 4.I can explain about Ancient Egyptian beliefs (Gods and religion) 2 3b 4 65.I can explain about Ancient Egyptian pyramids 2 36.I understand about Ancient Egyptian inventions including hieroglyphics, medicine and shipbuilding 2 3c 4 67.I can learn about Tutankhamun 2 3c 4 |
| **Year 4** | **Vikings**1.I can identify who the Anglo-Saxons were and why they invaded Britain/know what life was like 12.I know who the Vikings were and how their invasion impacted our locality 13.I know about the relationship between the Anglo-Saxons and Vikings 1 44.I know about the relationship between the Anglo-Saxons and Vikings 1 3b 55.I can identify the consequences of the Battle of Hastings 16.I know about the legacies left by the Anglo-Saxons and Vikings 2 3 4 5 6 | **Ancient Greeks**1.I can explore the chronology of Ancient Greece and other familiar historical periods 2 32.I can investigate the location of Ancient Greece. 13.I can examine artefacts for clues about Ancient Greek life. 4 54.I can identify whether or not Greek Mythology has clues to the Ancient ways of life 1 5. I can compare lifestyle and traditions between Athens and Sparta. 46. To understand the origins of democracy and governance. 1 3 4 67. To identify famous Greeks and their significance 4 6 | **The Mayans**1.I canplace Ancient Maya within a historical framework (who, where and when) 2 62.I know about the structure of Ancient Maya society 2 33.To know about Maya trade and diplomacy 2 34. To know about Ancient Maya beliefs 35. To know about some achievements of the Ancient Maya 2 4 66. To know about the decline of the Ancient Maya 2 5 |
| **Year 5** | **Tudors – The reformation of the Church**1.I can understand the power of theRoman Catholic Church in England at the start of the 16th century 2 3 52.I can understand who Martin Luther and the Protestant Revolution 1 53. I can understand the causes of the English Reformation 1 4 54. I can understand the short-term consequences of the English Reformation 3 45.I understand about the dissolution of the monasteries (including local history) 2 3 46.I can understand about the long term impact of the English Reformation 1 2 4 6  | **Benin** – 1.I can understand the historical chronology of Benin 2 3 5 62.I can understand the limitations of different types of sources 4 53.I can identify what an Oba is and understand significant events through Benin’s history 2 44.I can understand about Benin’s religious beliefs 3 5.I can recognise the achievements of Benin 36.I can identify trade links with Benin and the conflict this caused 2 3 47.I can begin to understand why the civilisation come to an end? 2 3 4 | **Civil Rights –** 1.I can understand the significance of abolitionist, Olaudah Equiano 3 5 62.I can identify and explain the main turning points in the Civil Rights Movement between 1950 and 1960 5 63.I can understand the significant events in Martin Luther King’s life and career 5 64.I can explain the events and impact of the Bristol Bus Boycott 1 65.I can analyse the Race Relations Act (1965) and discuss its impact on UK society 1 3 66.I can analyse sources to explain South African Apartheid 4 5 67.I can understand the significance of Nelson Mandela’s fight for equal rights 3 4 6 |
| **Year 6** | **Victorians**1.I can consider the significance of Queen Victoria’s reign on Britain 1 3b 3d 5 62.I can identify the significant inventions during the Industrial Revolution . 1 3b 3d 4 63.I can understand the significance of the Industrial Revolution and the impact this had on British society 1 64.I canexplore the impact of the Industrial Revolution on our locality 65.I can understand the life of a working-class child during the Industrial Revolution 1 3b 4 66.I can understand the cultural changes for working class children when compulsory school was introduced 1 47.I can understand the significance of the British Empire 3 6 | **WWII**1.I understand why Britain and other countries declared war on Germany in 1939 12 3 62. I understand how and why Hitler became leader of Germany 2 3 43. I understan how life changed for Jewish communities during WW2 2 3 44.I understandabout the Blitz and how it impacted our locality 1 3 4 65.I can identify a local area soldier and war record 2 5 6 | **Ancient Civilisations** – 1.I can identify where and when the ancient civilisations began 2 3 5 62.I can develop an overview of the Indus Valley 2 53.I can develop an overview of the Ancient Sumer 2 54.I can develop an overview of the Shang Dynasty 2 55.I can compare the writing systems from the Indus Valley, Ancient Sumer and Shang Dynasty 4 56.I can compare the buildings/architecture from the Indus Valley, Ancient Sumer and Shang Dynasty 3 4 57.I can compare the inventions and trade systems from Indus Valley, Ancient Sumer and Shang Dynasty 3 4 5 |

**National Curriculum Programmes of Study**

## Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## Aims

The national curriculum for history aims to ensure that all pupils:

* 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
* 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
* gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
* 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
* 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
* 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.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets] or the content indicated as being ‘non-statutory’.**

## Subject content

### Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
* 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]
* 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 Caxton 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]
* significant historical events, people and places in their own locality.

### Key stage 2

Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

* changes in Britain from the Stone Age to the Iron Age (Year 3)

| Examples (non-statutory)This could include: |
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| * late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
* Bronze Age religion, technology and travel, for example, Stonehenge
* Iron Age hill forts: tribal kingdoms, farming, art and culture
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* the Roman Empire and its impact on Britain (Year 3)

| Examples (non-statutory)This could include: |
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| * Julius Caesar’s attempted invasion in 55-54 BC
* the Roman Empire by AD 42 and the power of its army
* successful invasion by Claudius and conquest, including Hadrian’s Wall
* British resistance, for example, Boudica
* ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
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* Britain’s settlement by Anglo-Saxons and Scots (Year 4)

| Examples (non-statutory)This could include: |
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| * Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
* Scots invasions from Ireland to north Britain (now Scotland)
* Anglo-Saxon invasions, settlements and kingdoms: place names and village life
* Anglo-Saxon art and culture
* Christian conversion – Canterbury, Iona and Lindisfarne
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* the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Year 4)

| Examples (non-statutory)This could include: |
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| * Viking raids and invasion
* resistance by Alfred the Great and Athelstan, first king of England
* further Viking invasions and Danegeld
* Anglo-Saxon laws and justice
* Edward the Confessor and his death in 1066
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* a local history study (Year 6)

| Examples (non-statutory) |
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| * a depth study linked to one of the British areas of study listed above
* a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
* a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
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* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Year 5 – Tudors)

| Examples (non-statutory) |
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| * the changing power of monarchs using case studies such as John, Anne and Victoria
* changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
* the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
* a significant turning point in British history, for example, the first railways or the Battle of Britain
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* 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
* Ancient Greece – a study of Greek life and achievements and their influence on the western world
* 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.