

# Brackenwood Junior School



History  
Long Term Plan

## Yearly Overview

	Autumn <i>Ancient civilisations</i>	Spring <i>Power</i>	Summer <i>Industry</i>
Year 3	Overview of civilisations Stone, Bronze and Iron age Changes in life styles	Civil Rights Power/Voting/Democracy Womens rights/Black lives matter	Egyptians Inventions
Year 4	Ancient Greeks Life, achievements, influence on western world.	Anglo Saxons, Scots and Vikings Invasion/settlement/1066	Romans Empire and Technology
Year 5	Ancient Sumer General life and comparison/contrast to UK history	Tudors Reformation/power of the church	Maya Inventions
Year 6	Ancient China Depth Study	WWII Hitler/Holocaust/empire and invasion	Victorians Industrial Revolution

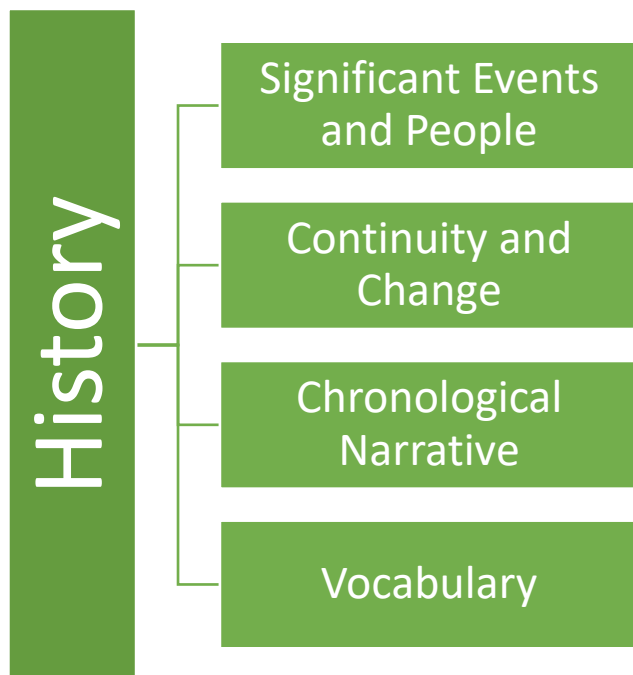


# History

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

*– Theodore Roosevelt*

**Our key driving themes are:**



<b>Why should children learn this subject?</b>	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.
<b>What will children learn to do in this subject?</b>	At Brackenwood Junior School, children will: <ul style="list-style-type: none"> <li>• Become increasingly critical and analytical thinkers</li> <li>• Possess a secure understanding of the chronology of important periods of History</li> <li>• Discover links between the History they learn and the wider community and locality</li> <li>• Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies.</li> <li>• Differentiate between source types and explain how interpretations in History may differ</li> <li>• Draw on similarities and differences within given time frames and across previously taught History</li> <li>• Enquire in to Historical themed questions and form their own opinions and interpretation of the past</li> </ul>
<b>How will we inspire them?</b>	<ul style="list-style-type: none"> <li>• Facilitate educational trips which bring their learning to life such as trips to Styal Mill, Speke Hall and Chester.</li> <li>• 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.</li> <li>• Invite visitors to school, such as the WWII specialist who brings artefacts for the children to examine and learn about.</li> <li>• Link our class story book to the history being studied.</li> </ul>

# Skills Progression Map – History

## Investigating and interpreting the past

Understanding that our understanding of the past comes from an interpretation of the available evidence.

### YEAR 3 AND 4

- 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.

### YEAR 5 AND 6

- 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.

# **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

**Examples (non-statutory)**

This could include:

- 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

- the Roman Empire and its impact on Britain

**Examples (non-statutory)**

This could include:

- 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

- Britain's settlement by Anglo-Saxons and Scots

**Examples (non-statutory)**

This could include:

- 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

**Examples (non-statutory)**

This could include:

- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

**Examples (non-statutory)**

This could include:

- 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

- a local history study

**Examples (non-statutory)**

- 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.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

**Examples (non-statutory)**

- the changing power of monarchs using case studies such as John, Anne and Victoria

**Examples (non-statutory)**

- 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 20<sup>th</sup> 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.