



Barrow Hedges Primary School History Long Term Plan

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.

KS1

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.

KS2

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.

	Year 1					Year 2		
	Who am I & Where am I from?	The Great Fire of London	Great Explorers	Dinosaurs	History Heroes	What has changed since your grandparents were young?	Castles & Castle life	Explorers
Pupils should be taught about:								
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Understanding family history, how toys and transport have changed within living memory		Development of space travel		Understanding the impact of Emily Davison and Rosa Parks in shaping our world today	Understanding how the local area has changed over time.		

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]		Understanding the causes and impact of the Great Fire of London. Understanding the chronology of how the disaster unfolded and its impact on residents			Enfranchisement of women.		Studying the needs for Castles in history and what castle life was like including introduction of William I	Understanding the impact of sea exploration Understanding the legacy of Grace Darling in the RNLI
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]		Samuel Pepys diary as a witness to the events (primary source) and why this is important	Understand what contribution to space discovery Neil Armstrong, Tim Peake, Mae Jemison and Katherine Johnson had.	Know and understand how Mary Anning influenced the new science of palaeontology and what is taught us about life on Earth.	Understand and know about the role that Emily Davison and Rosa Parks played in overcoming inequality.			Francis Drake Captain Cook Nino Brothers Grace Darling
Significant historical events, people and places in their own locality.						Understanding how the local area has changed over time and what historical significant events have occurred in the local area. Frank R Dickinson Croydon Airport		

Year 3			Year 4	
Ancient Greece	Ancient Egyptians	Stone Age – Bronze Age	The Romans	Anglo Saxons, Vikings and 1066 – The Norman Conquest

Pupils should be taught about:				
<p>Changes in Britain from the Stone Age to the Iron Age This could include:</p> <ul style="list-style-type: none"> 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 			<p>Know about late Neolithic hunter-gatherers and early farmers (The Neolithic Revolution and its impact).</p> <p>Understand Bronze Age religion, technology and travel, for example, Stonehenge.</p> <p>Know about Iron Age hill forts and art.</p>	
<p>The Roman Empire and its impact on Britain This could include:</p> <ul style="list-style-type: none"> 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 			<p>Know about Julius Caesar’s attempted invasion of Britain in 55-54 BC and be able to talk about what went wrong.</p> <p>Understand the expansion The Roman Empire by AD 42 and why the army were so powerful.</p> <p>To know about how there was British resistance, for example, Boudicca, and what events took place.</p> <p>To know about the legacy of the Romans. Their impact on technology, culture and beliefs, including early Christianity.</p>	
<p>Britain’s settlement by Anglo-Saxons and Scots This could include:</p> <ul style="list-style-type: none"> 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 				<p>To know about the Anglo-Saxon invasions, settlements and kingdoms: place names and village life in Britain.</p> <p>Look at how there was Christian conversion – Canterbury, Iona and Lindisfarne.</p>

<ul style="list-style-type: none"> • Christian conversion – Canterbury, Iona and Lindisfarne 					
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> • 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 					<p>Know about Edward the Confessor and his death in 1066 and how this led on to a different period in history with the Viking raids and invasion. To know how Viking raids impacted on England and the UK.</p>
<p>A local history study</p> <ul style="list-style-type: none"> • 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. 					
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • 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 					
<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a</p>		<p>Detailed study of the Ancient Egyptians civilisation focusing</p>			

depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China		on their achievements including beliefs and practices.			
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Study of life and achievement of the Ancient Greeks. Understand how the achievements of the Ancient Greeks impact on our life today.				
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					

	Year 5		Year 6		
	The Tudors & Local History	WWI	WWII	Industrial Revolution	Ancient Mayans
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<p>The Roman Empire and its impact on Britain</p> <p>This could include:</p> <ul style="list-style-type: none"> 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 					
<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include:</p> <ul style="list-style-type: none"> 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 					
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld 					

<ul style="list-style-type: none"> Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 					
<p>A local history study</p> <ul style="list-style-type: none"> 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. 	<p>A study of our local area in Tudor times and the significance to our locality.</p> <p>A comparison of Tudor houses in our area with more modern houses with a focus on Cheam.</p>		<p>A study of what it was like to be in child in London evacuated during the war.</p> <p>To know how the Blitz changed the landscape of the local area</p>		
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> 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 		<p>Study of life in Britain, particularly focussing on key battles and the impact of WW1 on lives.</p>	<p>A study of how life has changed due to WW2.</p>	<p>To understand how the Industrial Revolution and the Victorians have impacted on society today.</p>	
<p>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</p>					
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>					
<p>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</p>					<p>An in-depth study of a Mayan society and how it contrasts to Britain.</p>