



St Joseph's RC Primary School
Long Term Plan – History Key Skills and Knowledge

History

National Curriculum

KSI

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.

KS2

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
- 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
- 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
- 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.



History Key Knowledge

Reception
Understanding the World Past and Present

- Know about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Flamingoes
 Y1/2

The lives of significant individuals in the past who have contributed to national and international achievements
Events beyond living memory that are significant nationally or globally.
 Who is the greatest history maker?

- Know the significance Guy Foulkes and why the 5th November is remembered each year.
- Know why Mary Seacole, Edith Cavell, Millicent Fawcett, Emmeline Pankhurst or Rosa Parks are considered history makers.
- Understand that ordinary people have the ability to make their mark on history.

Events beyond living memory
 How do we know so much about where Sappho used to live?

- Know how the people of Pompeii lived in AD79
- Recognise that the rich and poor of Pompeii lived differently
- Know that children's lives today are different to those of children during this time

Penguins
 Y3/4

Chronology
 How did the lives of ancient Britons change during the Stone Age?

- Understand that this time recognizes the first modern humans in Britain who arrived between 850,000 and 950,000 years ago
- Know what is meant by 'hunter gathers'.
- Know the difference between historical facts and historical superstition
- Know that artefacts can be used to help us understand how people lived during the Stone Age.

Chronology
 How did the arrival of the Romans change Britain?

- Know about at least one famous Roman emperor
- Know how the Roman occupation of Britain helped to advance British society
- Know how there was resistance to the Roman occupation and know about Boudica

Robins
 Y3/4/5/6

Black History
 Why was Learie Constantine significant?

- Know about Learie's upbringing in Trinidad and how he lived in England
- Recognise the racial discrimination Learie was faced with throughout his life
- Understand the challenges faced by Learie when he moved to Nelson
- Know that Learie changed lives of other by standing up to racial discrimination

Local history
 What was life like for the people of Bacup during the industrial revolution?

- Know when the Industrial revolution happened
- Know what life was like for people during the industrial revolution
- Know that life for children in the 1840's was different to today.

Eagles
 Y5/6

British History
 Why did Britain once rule the largest empire the world had ever seen?

- Understand what is meant by the term 'colony'
- Know what happened to the British Empire
- Know the causes and effects of the Falklands war
- Know that the development of the Commonwealth is still significant today.

Black History
 What was the Transatlantic Slave Trade?

- Know how the Transatlantic Slave Trade links to Lancashire
- Know what is meant by the terms 'slave' and 'enslaved'
- Know how Britain has been influenced by the wider world
- Know the significance of the Quakers on Lancashire



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	<ul style="list-style-type: none">• Know that primary and secondary historical sources help us to learn about the past. <p><u>Events beyond living memory</u> Why was Charles sent to Prison?</p> <ul style="list-style-type: none">• Know that methods of communication were different from how they are today.• Know that the lives of children, families and communities changed during the war.• Understand that the war changed Britain.	<ul style="list-style-type: none">• Understand that the changes made in Britain by the Romans are still lasting today. <p><u>Chronology</u> Who were the Anglo-Saxons and how do we know what was important to them?</p> <ul style="list-style-type: none">• Know how Britain changed between the end of the Roman occupation and 1066• Know about how the Anglo-Saxons created village communities• Understand that the beliefs and religious practices of the Anglo-Saxons were called Pagans• Know that the way the kingdoms were divided led to the creation of some of our county boundaries today.	<ul style="list-style-type: none">• Know what life was like for miners.	<p><u>Ancient Egyptians</u> <u>What was important to the people of Ancient Egypt?</u></p> <ul style="list-style-type: none">• Describe major achievements of an early civilizations and how they are linked to Greek and ancient Roman cultures.• Know the significance of Howard Carter• Understand the key achievements of the Egyptians
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Key skills	Flamingoes Y1/2	Penguins Y3/4	Robins Y3/4/5	Eagles Y5/6
Substantive Concepts	Progress; Wealth and Poverty; Civilization; Government; Significant Historical Figures	Migration; Civilizations; Leadership Empire; Religion; Invasion; Settlement	Consequence; Sources and historical evidence; Conflict; culture	Society; Rule; Rights; Conflict; Culture; Monarchy; Trade; Hierarchy; Power
Disciplinary				
Enquiry, interpretation and using sources.	<ul style="list-style-type: none"> Describe the differences between primary and secondary historical evidence about what happened in Pompeii; Compare and contrast the trustworthiness of evidence Describe and give reasons for the significance of one piece of personal primary historical evidence; Describe one piece of personal secondary historical evidence and explain some of the ways in which it tells us about the lives of people at some point in the past. 	<ul style="list-style-type: none"> Describe and explain how archaeologists use a variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age; Distinguish between historical evidence and legend and folklore in relation to the 'historical' figures of King Arthur or Robin Hood; Make a judgment about Boudicca and her treatment by the Romans by using a range of sources; Interpret both primary and secondary sources of evidence. Describe the artefacts that were discovered at Sutton Hoo, Explain why they are so important to historians 	<ul style="list-style-type: none"> Formulating specific questions about Learie Constantine Gathering Evidence: Locating primary and secondary sources Interpreting a range of sources, from autobiographies to media coverage, critically evaluating their perspective, bias, and purpose. Developing Arguments about Constantine's significance. 	<ul style="list-style-type: none"> Interpret a range of evidence to reach a conclusion and make a judgment Interpret a wide range of sources to evaluate the causes and effects of the Falkland Islands war Evaluate a range of sources to reach a judgment about why killing a dog was so important to one of the armies fighting on that day; Question the effectiveness of sources in order to reach a judgement
Events, People and Changes:	<ul style="list-style-type: none"> Identify, describe and explain how significant people have made history Describe, reason and explain what it means to make history. Compare and contrast achievements, identify 	<ul style="list-style-type: none"> Understand through explanation the difference between historical evidence and legends and folklore Compare and contrast the armies of Boudica and the British Roman governor Paulinus. Identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor 	<ul style="list-style-type: none"> Understanding Key Events: Identifying major events during the Industrial Revolution that affected Bacup. Analyzing the experiences of different social 	<ul style="list-style-type: none"> Describe and explain the why Britain wanted an empire and evaluate and justify what they consider were most significant factors; Explain the genre of historical fiction and make



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	<p>historical importance explaining and justifying their decision;</p> <ul style="list-style-type: none"> • Describe a 'typical' day in the life of Sappho, a wealthy young teenager, and suggest reasons why she was able to live the life she did compared with many others in the city at the time; • Describe how the lives of people in Britain during the First World War changed • Describe the significance of animals during the war and how they are still used today. 	<p>Hadrian to order its construction in AD 122;</p> <ul style="list-style-type: none"> • Explain why historians know so much about how Roman towns were designed and built; • Make a judgment about why the Romans left Britain and the emotions the Emperor may have expressed; • Evaluate the advantages and disadvantages of Anglo Saxon villages. 	<p>groups in Bacup during the Industrial Revolution, such as mill workers, factory owners, and their families.</p> <ul style="list-style-type: none"> • Investigating how industrialization brought about change 	<p>a justified judgment about the life of Oshere</p> <ul style="list-style-type: none"> • Evaluate the changes made by the Egyptians that have shaped our lives today. • Know the significance of key Egyptian figures and analyse their success.
<p>Chronology</p>	<ul style="list-style-type: none"> • Identify what they might wish to be remembered for in the future. • Compare and contrast means of communication in Britain during the time of the First World War with today; 	<ul style="list-style-type: none"> • Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age; • Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age. • Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire 	<ul style="list-style-type: none"> • Identifying key events in Learie Constantine's life, • Understanding how events in Constantine's life contributed to significant • Assessing the Impact of Time: Examining how historical changes (e.g., World War II, the rise of the Commonwealth) impacted the 	<ul style="list-style-type: none"> • Identify and describe the extent of the British Empire in 1921 • Use BC and AD • Sequencing key events in Ancient Egypt • Linking Ancient Egypt to broader historical contexts • Recognizing the phases of Ancient Egypt (Old, Middle, New Kingdom)



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		<p>prior to invasion of Britain by Emperor Claudius;</p>	<p>opportunities available to Constantine</p>	<ul style="list-style-type: none"> • Comparing different historical periods in Ancient Egypt • Exploring the long-term impact of Ancient Egyptian civilization • Understanding the length of time (over 3,000 years) • Developing time awareness in relation to other ancient civilizations
<p>Vocabulary</p>	<p>Famous; Infamous; Commemorate; Chieftain Pharaoh; Pirate; Privateer; Discrimination; Prime Minister; Treason; Accomplishment; Conspirator; Western Front; Cypher Communication; Decode; Reconnaissance; Code Commemorate; Aristocrat; Patriotic Memorial; Invasion; Allies; Primary Evidence Artefact; Secondary evidence; Remains; Reconstruct; Preserved; Archaeologist; Unearthed; Archaeology; Excavate; Depiction Pyroclastic; Emperor; Infer.</p>	<p>Primary evidence; Anachronism; Secondary evidence; Archaeologist; Subsistence; Artefact; Excavation; Hunter-gatherer; Nomadic; Knapping Domesticated; Ceremony; Palaeolithic; Mesolithic; Neolithic; Timeline ; AD; Conquest; Invasion; Occupy; Pacify ;Uprising; Plebian; Ianista; Philosopher; Gladiator; Artefact; Emperor; Rebel; Resistance; Conquer; Authority; Millennium; Barbarian Roman Catholicism; Pagan; Pop; Conversion Chronicle; Christian; Noble Status Social class; Serf Feudal Reconstruct Timeline; Treaty; Chronological ;Rule Millennium; Century</p>	<p>Anti-racism; Cricket; Civil Rights; Commonwealth; De-colonization; Empire; Racism; Activism; Sporting Pioneer; Integration; Political Advocate; West Indies; Social Justice; Segregation; Industrialization; Textile Mills; Factory; System; Urbanization; Working Class; Child Labor; Steam Power; Mill Owners; Health and Sanitation Trade Unions; Social Reform ;Factory Acts; Proletariat ;Capitalism; Mechanization Housing Conditions Social Stratification; Pollution</p>	<p>Slavery; Middle Passage; Abolition; Enslaved; Trade Routes; Triangle Trade; Plantations; Resistance; Slave Ship; Sugar Cane Pharaoh; Pyramids; Mummification; Hieroglyphs; Sphinx; Nile River; Gods and Goddesses; Tombs; Papyrus; Dynasty Empire; Colonies; Colonialism; Trade; Exploration; Commonwealth; Imperialism; Settlers; Sugar; Tea; Spices; Royal Navy</p>