

History Curriculum LTP –

Term	
Theme	
National Curriculum coverage	
Strand/Big Question	<p>What was it like to be a child in...?</p> <p>Who made History?</p> <p>Why do we remember...?</p>
What must the children retain?	<p>Substantive knowledge:</p> <p>When? (knowing key dates)</p> <p>What? (narrative, description, empathy)</p> <p>Disciplinary knowledge:</p> <p>When? (ordering and locating on a timeline)</p> <p>How do we know? (sources, historical enquiry)</p>
Vocabulary	What Tier 2 vocabulary must the children be able to use to understand/articulate their learning and retain for future learning?

Year 1

Term	Autumn 1 and 2	Spring 1	Summer 1
Theme	Me, Myself and I	Transport	Temple Newsam House
National Curriculum coverage	NC - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	NC - 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	NC -significant historical events, people and places in their own locality
Strand/Big Question	What was it like to be a child for my grandparents?	Who made history? Amelia Earheart and Mae Jemison	What was it like to be a child living at Temple Newsam House?
What must the children retain	<ul style="list-style-type: none"> • I can order myself, my parents and grandparents on a blank timeline • I know the year I was born • I know there was less technology at school • I know there was less technology to play with • I know children could be smacked by the teachers • I can find out about the past by asking people • I can find out about the past by looking at sources (pictures) 	<ul style="list-style-type: none"> • I can order myself, my parents and grandparents on a blank timeline • I can place Amelia Earheart and Mae Jemison on my timeline • I know Amelia Earhart lived 100 years ago • I know Amelia Earhart was the first woman to fly around the world • I know Mae Jemison is still alive • I know Mae Jemison was the first Black woman to go into space • I know they both faced challenges because they were women • I can find out about the past by looking at sources (pictures) • I can find out about the past by listening to stories 	<ul style="list-style-type: none"> • I know Temple Newsam House was built a very long time ago (around 500 years). • I know it was a house for very rich people. • I know the people who lived there had servants. • I can find out about the past by looking at sources (pictures) • I can find out about the past by looking at what is still there
Vocabulary	Nowadays, past, present, a long time ago, years, timeline	Nowadays, past, present, a long time ago, old fashioned, modern, years, similar, different, timeline, sources	Nowadays, past, present, a long time ago, a very long time ago, old fashioned, modern, years, similar, different, servants, timeline, sources

Term	Autumn 2	Spring 1	Summer 1	Summer 2
Theme	Great Fire of London	Victorians	Titanic	Local Legends
National Curriculum coverage	Events beyond living memory that are significant nationally or globally	Events beyond living memory that are significant nationally or globally	Events beyond living memory that are significant nationally or globally	Significant historical events, people and places in their own locality
Strand/Big Question	Why do we remember the Great Fire of London?	What was it like to be a child in Victorian times?	Why do we remember the Titanic?	Who made History? Local Legends
What must the children retain	<ul style="list-style-type: none"> I know the Great Fire of London happened in 1666 (c.350 years ago) I can locate the Great Fire of London on our timeline 	<ul style="list-style-type: none"> I know Victorian times started in 1837 when Victoria became Queen and ended in 1901 when she died. I can locate the Victorian era on our timeline 	<ul style="list-style-type: none"> I know the Titanic launched and sank in 1912 I can locate the Titanic on our timeline 	<ul style="list-style-type: none"> I can locate our legends on our timeline
When?				<ul style="list-style-type: none"> I know Rob Burrow had a disease that put him in a wheelchair
What?	<ul style="list-style-type: none"> I know it spread because of weather conditions and housing materials 	<ul style="list-style-type: none"> I know poor children worked in mines, factories or as servants 	<ul style="list-style-type: none"> I know it was known as “unsinkable” 	<ul style="list-style-type: none"> I know Rob Burrow and Kevin Sinfield raced to raise money to build a new hospital
How do we know?	<ul style="list-style-type: none"> I know there was no fire brigade – the first fire brigades were formed after the fire I know people had to leave their homes and flee for safety I know what a primary source is I know Samuel Pepys’ diary is a primary source for the Great Fire of London 	<ul style="list-style-type: none"> I know lots of children died because of disease and accidents at work I know school was very strict I know rich children had toys and servants I can use primary sources (pictures) to find out about the past I know what a secondary source is I can use secondary sources (video) to find out about the past 	<ul style="list-style-type: none"> I know rooms and food on board were very different for first, second and third class passengers I know it hit an iceberg and sank I know there were not enough lifeboats for everybody and lots of people died I know what primary and secondary sources are I can use primary (newspapers) and secondary sources to find out about the past. 	<ul style="list-style-type: none"> I know Nicola Adams was told women should be boxers I know Nicola Adams won a gold medal for boxing at the Olympics I know Arthur France faced racism when he came to Leeds I know Arthur France set up the Leeds Carnival I know Leonora Cohen wasn’t allowed to vote I know she smashed the crown jewels in protest I can say who I think is the most important local legend
Vocabulary	past, present, years, primary source, change, timeline	Victorian times, Queen, primary source, secondary source, poor, rich, era, timeline	Primary source, secondary source, class, timeline	Challenge, change, unfair, timeline, era

Year 3

Term	Autumn	Spring	Summer 2
Theme	Stone Age to Iron Age	Ancient Civilisations	Carnival
National Curriculum coverage	Changes in Britain from the Stone Age to the Iron Age	The achievements of the earliest civilizations (Ancient Sumer, Indus Valley, Ancient Egypt, Shang Dynasty) – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	A local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Strand/Big Question	What was it like to be a child in the Stone Age and Iron Age?	Why do we remember the Ancient Egyptians?	Who made History? Arthur France
<p>What must the children retain</p> <p>When?</p> <p>What?</p> <p>How do we know?</p>	<ul style="list-style-type: none"> I know the Stone Age was over 5000 years ago I know the Iron Age ended around 2000 years ago I know BC stands for Before Christ and AD stands for Anno Domini I can locate the Stone Age, Bronze Age and Iron Age on our timeline I know the Stone, Bronze and Iron Age were named for what people made tools out of I know that in Stone Age people were hunter/gatherers who moved around I know that in the Stone Age, people made cave art I know that in the Stone Age people wore animal skins I know that by the Iron Age people had begun living in farms and villages. I know that by the Iron Age people made metal jewellery I know that by the Iron Age people wore clothes made from leather and wool I know archaeology is the main primary source of information 	<ul style="list-style-type: none"> I know the earliest civilisations developed around Asia over 2000 years ago I can locate the civilisations of Ancient Sumer, the Indus Valley, Ancient Egypt, the Shang Dynasty on our timeline I know that the civilization of Ancient Egypt began around 3000BC I know BC stands for Before Christ and AD stands for Anno Domini I know Ancient Egyptian society had a hierarchy I know the Ancient Egyptians were ruled by pharaohs I know the Ancient Egyptians used slaves I know the Ancient Egyptians built the Pyramids as tombs I know the Ancient Egyptians developed hieroglyphics I know archaeology is the main primary source of information I can use BC and AD to order events and eras 	<ul style="list-style-type: none"> I know Arthur France was born in the Caribbean and moved to Leeds I can order key events from Arthur France's life on a timeline I know lots of people moved from the Caribbean to the UK at the same time. I know that Carnival was a traditional celebration of culture (music, art and dance) in the Caribbean I know that Arthur France founded the Leeds Caribbean Carnival in 1967 I know what primary and secondary sources are I can use primary and secondary sources to find out about the past
Vocabulary	Stone Age, Iron Age, hunter/gatherer, farming, village, settle, development, archaeology, timeline, AD, BC, era	Ancient, civilisation, BC, AD, pharaoh, slaves, pyramids, tombs, hieroglyphics, hierarchy, archaeology, timeline, era	Tradition, culture, primary source, secondary source, timeline

Term	Autumn 1	Autumn 2	Summer 1
Theme	Mayans	Ancient Greece	Romans in Britain
National Curriculum coverage	A non-European society that provides contrasts with British history – Mayan civilization c. AD 900	Ancient Greece – a study of Greek life and achievements and their influence on the western world	The Roman Empire and its impact on Britain
Strand/Big Question	Why do we remember the Mayan civilisation?	Why do we remember Ancient Greece?	Who made History? Boudicca
<p>What must the children retain</p> <p>When?</p> <p>What?</p> <p>How do we know?</p>	<ul style="list-style-type: none"> • I can locate the Mayan civilisation on our timeline • I know the Mayan civilization existed at the same time as the Bronze/Iron age in Britain • I know that the Mayans lived in Central America • I know the Mayan built temples for worship • I know the Mayans carried out human sacrifice • I know the Mayans were the first people to grow chocolate • I know archaeologists disagree about what happened to the Mayan civilization 	<ul style="list-style-type: none"> • I know that the civilization of Ancient Greece existed c3000 – 1500 years ago • I can locate the Greek civilisation on our timeline • I know lots of buildings from Ancient Greece still survive in modern Greece • I know that the Olympic games began in Ancient Greece • I know women were not allowed to take part in the ancient Olympic games • I know the concept of democracy began in Ancient Greece 	<ul style="list-style-type: none"> • I know the Roman Empire invaded Britain in 54AD • I can locate the Roman Empire on our timeline • I know the Roman Empire began in modern day Italy and spread across Europe • I know the Roman Army was very organised and powerful • I know that Boudicca took over leading her British tribe when her husband died. • I know the Romans refused to accept Boudicca as leader because she was a woman • I know Boudicca led her tribe in a revolt against Roman rule • I know Boudicca's army killed thousands of Roman soldiers but were eventually defeated. • I can order events on a timeline • I can see historical events from different perspectives
Vocabulary	Mayan, civilization, Central America, temple, sacrifice, archaeologists, timeline, era	Ancient Greece, Olympic, democracy, timeline, era	Empire, invade, tribe, army, revolt, defeat, perspective, timeline, era

Term	Autumn	Summer
Theme	Invaders and Settlers	Abbeys
National Curriculum coverage	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 local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Big Question	Who made History? St Hilda and Alfhild	Who made History? Henry VIII
What must the children retain	<ul style="list-style-type: none"> I can locate Roman, Anglo-Saxon and Viking eras on our timeline I can locate key events from the Anglo-Saxon/Viking eras on a timeline 	<ul style="list-style-type: none"> I can locate Henry VIII on our timeline I can locate key events on a timeline
When?		<ul style="list-style-type: none"> I know that Whitby Abbey was founded in 657AD by St Hilda I know Kirkstall Abbey was founded in 1152AD
What?		<ul style="list-style-type: none"> I know Henry VIII was the monarch around 1500AD
How do we know?	<ul style="list-style-type: none"> I know that after the Romans left Britain, Anglo-Saxons arrived from Europe and settled in Britain I know the Anglo-Saxons began to convert to Christianity I know St Hilda was an Anglo-Saxon born in 614AD (around 1500 years ago) I know St Hilda was well respected and advised local kings I know St Hilda founded Whitby Abbey I know Vikings raided the north of England around 800AD I know Alfhild was believed to be a Viking princess who ran away from her marriage and became a pirate. I know historians disagree on whether Alfhild was real or a story I know the Anglo-Saxons left written evidence, but the Vikings did not I can compare the lives of St Hilda and Alfhild I can order events on a timeline I can give my own perspective on Alfhild 	<ul style="list-style-type: none"> I know Abbeys were home to religious orders of monks or nuns I know that Abbeys were often very wealthy I know Henry VIII split from Pope and closed lots of religious houses I know Whitby and Kirkstall Abbeys were "Dissolved" by Henry VIII I can order events on a timeline I can argue a historical perspective about Henry's motivations
Vocabulary	Roman, Anglo-Saxon, Viking, settle, raid, convert, Christianity, founded, evidence, primary source, secondary source, perspective	Abbey, religious, monks, nuns, monarch, wealth, Pope, dissolve, perspective, motive

Year 6

Term	Autumn	Spring 1	Summer
Theme	World War II	Windrush	Great influencers
National Curriculum coverage	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Big Question	What was it like to be a child in the Blitz?	What was it like to be a child on the Windrush?	Who made history? Great Influencers
<p>What must the children retain</p> <p>When?</p> <p>What?</p> <p>How do we know?</p>	<ul style="list-style-type: none"> I know World War II started in 1939 and ended in 1945 I can locate World War II on our timeline I can locate key events on a timeline I know the Nazi Party was in charge in Germany I know that Nazi Germany aimed to wipe out some groups of people I know people from Europe sought refuge from the Nazis in Britain I know the German bombing of Britain was called the Blitz I know measures such as the black out and rationing came into effect to keep Britain safe and fed I know children were evacuated from major cities like London and Leeds I can order events on a timeline I can use primary and secondary sources I can offer different perspectives on historical events (evacuation) 	<ul style="list-style-type: none"> I can locate Windrush on our timeline I can locate key events on a timeline I know that after the War, the Windrush brought workers from the Caribbean to the UK I know people were encouraged to come to help rebuild Britain I know the Windrush immigrants faced racism I know the Windrush immigrants became an important part of modern British society I know efforts to send the Windrush generation back to the Caribbean were defeated I can use primary and secondary sources I can give my own perspective on historical events 	<p>For each "influencer":</p> <ul style="list-style-type: none"> I can locate them on our timeline I can order events from their life on a timeline I know how they were influential I know how they can be seen from different perspectives <p>Influencers:</p> <ul style="list-style-type: none"> Socrates (Ancient Greece) Julius Caesar (Ancient Rome) Saint Hilda (Anglo-Saxon) Henry VIII (Tudor) Charles Darwin (Victorian) Emmeline Pankhurst (Modern) Mahatma Gandhi (Modern) Winston Churchill (Modern) Marcus Rashford (current) <ul style="list-style-type: none"> Historical perspective I know that women and people of colour have often been excluded from power throughout history I know all figures from history can be viewed from different perspectives I can give my own historical perspective <ul style="list-style-type: none"> I can research an influential figure of my own choosing. I can present my historical findings

Vocabulary	Nazi, Blitz, black out, rationing, refuge, refugee, evacuation, evacuee, perspective	Windrush, immigrant, society, racism, generation, perspective	Influence, era, power, perspective
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