




















St. Joseph's R.C. Primary School
History Long Term Curriculum Plan



	Autumn	Spring	Summer
R	<p>A peak into the past & Adventures through time</p> 		
1	<p>How am I making history?</p> 	<p>How have toys changed?</p> 	<p>How have explorers changed the world?</p> 
2	<p>How was school different in the past?</p> 	<p>How did we learn to fly?</p> 	<p>What is a Monarch?</p> 
3	<p>Would you prefer to live in the Stone Age, Bronze Age or Iron Age</p> 	<p>Why did the Romans settle in Britain?</p> 	<p>What did the Ancient Egyptians believe?</p> 
4	<p>How have children's lives changed?</p> 	<p>How hard was it to invade and settle in Britain?</p> 	<p>Were the Vikings raiders, traders or settlers?</p> 
5	<p>How was life in Tudor England?</p> 	<p>What did the Greeks ever do for us?</p> 	<p>How did the Maya civilisation compare to the Anglo-Saxons?</p> 
6	<p>What does the census tell us about our local area?</p> 	<p>What was the impact of World War 2 on the people in Britain?</p> 	<p>The Sikh Empire</p> 

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Reception	<p>A peak into the past: WALT: describe changes over time WALT: sort photographs from the past and present WALT: begin to recognise the order events happen in WALT: identify toys from the past WALT: compare pictures from the past and present</p> <p>Adventures through time: WALT: begin to understand the concept of generations WALT: recognise special achievements WALT: recognise some special items associated with kings and queens WALT: understand that the environment around us changes as time passes WALT: compare modes of transport of the past with the present</p> <p>ELG: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG: Understand the past through settings, characters, and events encountered in books read in class and storytelling.</p>		

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1	Autumn	Spring	Summer
	How am I making history? <i>Hot and Cold Task Knowledge Organiser</i>	How have toys changed? <i>Hot and Cold Task Knowledge Organiser</i>	How have explorers changed the world? <i>Hot and Cold Task Knowledge Organiser</i>
Year 1	WALT: develop an understanding of personal chronology. Lesson 1: What is my history?	WALT: discuss a favourite toy. Lesson 1: What is your favourite toy?	WALT: know what an explorer is. Lesson 1: What is an explorer?
	WALT: learn more about my history. Lesson 2: How can I find out more about myself?	WALT: find out what toys our parents and grandparents played with. Lesson 2: Did your parents and grandparents play with the same toys as you?	WALT: recognise the achievements of different explorers. Lesson 2: Where have explorers travelled and when?
	WALT: explore how we remember events. Lesson 3: How are special events remembered?	WALT: investigate what toys were like up to 100 years ago. Lesson 3: What were toys like in the past?	WALT: record events on a timeline. Lesson 3: Who was Christopher Columbus and what did he do?
	WALT: find out what childhood was like for our parents and grandparents. Lesson 4: What was it like for children in the past?	WALT: compare toys from the past with modern toys. Lesson 4: What is similar and different about toys now and in the past?	WALT: use photographs to find out about the past. Lesson 4: Who was Matthew Henson and what did he do?
	WALT: compare childhood now with childhood past. Lesson 5: What have I learnt about childhood in the past?	WALT: investigate how teddy bears have changed over time. Lesson 5: How have teddy bears changed over time?	WALT: recognise changes and similarities (continuities) over time. Lesson 5: How has exploration changed?
	WALT: identify that some things change and some things stay the same. Lesson 6: How am I making history?	WALT: know how toys have changed over time. Lesson 6: How have toys changed?	WALT: describe the significance of some people and events within history. Lesson 6: How can we remember them?

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2	Autumn	Spring	Summer
	How was school different in the past? <i>Hot and Cold Task Knowledge Organiser</i>	How did we learn to fly? <i>Hot and Cold Task Knowledge Organiser</i>	What is a Monarch? <i>Hot and Cold Task Knowledge Organiser</i>
Year 2	WALT: find out how schools have changed over time. Lesson 1: Were schools different in the past?	WALT: find out about the Wright brothers. Lesson 1: Who were the Wright brothers?	WALT: describe what a monarch is. Lesson 1: What is a monarch?
	WALT: investigate what school was like in the past. Lesson 2: How have schools changed within living memory?	WALT: develop an understanding of historical significance. Lesson 2: When was the first flight?	WALT: explain why coronations take place. Lesson 2: Who is our monarch today?
	WALT: investigate what schools were like in the 1900s. Lesson 3: How were schools different in the 1900s?	WALT: investigate why Bessie Coleman is significant. Lesson 3: Why was Bessie Coleman significant?	WALT: explain how William the Conqueror became King of England. Lesson 3: How did William the Conqueror become King of England?
	WALT: compare a modern classroom with a classroom 100 years ago. Lesson 4: How have schools changed?	WALT: develop an understanding of primary sources. Lesson 4: Why is Amelia Earhart significant?	WALT: identify how William the Conqueror built castles while ruling England. Lesson 4: How did William the Conqueror rule?
	WALT: compare three periods of time. Lesson 5: What is similar and different about schools now and in the past?	WALT: investigate why we remember the Moon landing. Lesson 5: Why was the Moon landing special?	WALT: identify features of a castle that would be effective when defending against attacks. Lesson 5: How did castles change?
	WALT: express a personal response to history. Lesson 6: Would you have preferred to go to school in the past?	WALT: place events on a timeline. Lesson 6: How did we learn to fly?	WALT: suggest what a monarch was like in the past. Lesson 6: What was a monarch in the past?

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3	Autumn	Spring	Summer
	<p>Would you prefer to live in the Stone Age, Bronze Age or Iron Age? Hot and Cold Task Knowledge Organiser</p>	<p>Why did the Romans settle in Britain? Hot and Cold Task Knowledge Organiser</p>	<p>What did the Ancient Egyptians believe? Hot and Cold Task Knowledge Organiser</p>
Year 3	<p>WALT: recognise that prehistory was a long time ago and was the beginning of the history of mankind. Lesson 1: How long ago did prehistoric humans live?</p>	<p>WALT: understand why the Romans invaded Britain. Lesson 1: Why did the Romans invade and settle in Britain?</p>	<p>WALT: know when and where the ancient Egyptians lived. Lesson 1: Who were the Egyptians and when did they live?</p>
	<p>WALT: use archaeological evidence to learn about prehistoric houses. Lesson 2: What does Skara Brae tells us about life in the Stone Age?</p>	<p>WALT: create a visual interpretation of Boudica. Lesson 2: How did Britons respond to the Roman invasion?</p>	<p>WALT: explain the importance of the Egyptian gods and goddesses. Lesson 2: Who were the ancient Egyptian gods and goddesses?</p>
	<p>WALT: use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence. Lesson 3: Who was the Amesbury Archer?</p>	<p>WALT: understand how Roman soldiers were equipped for war. Lesson 3: Why was the Roman army so successful? (Part 1)</p>	<p>WALT: evaluate the challenges of building an Egyptian pyramid. Lesson 3: Why and how did the Egyptians build the pyramids?</p>
	<p>WALT: explain how bronze transformed prehistoric life. Lesson 4: How did bronze change life in the Stone Age?</p>	<p>WALT: understand Roman army battle formations. Lesson 4: Why was the Roman army so successful? (Part 2)</p>	<p>WALT: explain how and why the Egyptians mummified people. Lesson 4: How and why did the Egyptians mummify people?</p>
	<p>WALT: understand the importance of trade during the Iron Age. Lesson 5: How did trade change the Iron Age?</p>	<p>WALT: make inferences about life in Roman times. Lesson 5: What do artefacts tell us about life in Roman times?</p>	<p>WALT: make inferences about Egyptian beliefs, using primary sources. Lesson 5: What does the Book of the Dead tell us about ancient Egyptian beliefs?</p>
	<p>WALT: compare settlements in the Neolithic and Iron Age Lesson 6: What changed between the Stone Age and the Iron Age?</p>	<p>WALT: identify the Roman legacy in Britain. Lesson 6: How did the Romans change modern Britain?</p>	<p>WALT: evaluate significant ancient Egyptian beliefs. Lesson 6: What did the ancient Egyptians believe?</p>

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4	Autumn	Spring	Summer
	How have children's lives changed? Hot and Cold Task Knowledge Organiser	How hard was it to invade and settle in Britain? Hot and Cold Task Knowledge Organiser	Were the Vikings raiders, traders or settlers? Hot and Cold Task Knowledge Organiser
Year 4	WALT: identify how children's lives have changed using a range of sources. Lesson 1: What do sources tell us about how children's lives have changed?	WALT: understand why the Anglo-Saxons invaded Britain Lesson 1: Who were the Anglo-Saxons and the Scots?	WALT: explain when and why the Vikings came to Britain. Lesson 1: Who were the Vikings and why did they come to Britain?
	WALT: understand why children worked in Tudor times and what working conditions were like. Lesson 2: Why did Tudor children work and what was it like?	WALT: identify the features of Anglo-Saxon settlements and how they changed from prehistoric times Lesson 2: How did the Anglo-Saxons settle in Britain?	WALT: evaluate the validity of a source. Lesson 2: What do we know about the Vikings?
	WALT: understand the types of jobs Victorian children had and their working conditions. Lesson 3: What jobs did children have in Victorian England and what were they like?	WALT: make inferences about who was buried at Sutton Hoo and Anglo-Saxon life. Lesson 3: What does Sutton Hoo tell us about Anglo-Saxon life?	WALT: explore the features of Viking longboats. Lesson 3: How did the Vikings travel?
	WALT: understand how Lord Shaftesbury changed children's lives. Lesson 4: How did Lord Shaftesbury help to change the lives of children?	WALT: understand how Anglo-Saxons converted to Christianity. Lesson 4: How did Christianity arrive in Britain?	WALT: examine why trading was important to the Vikings. Lesson 4: Were the Vikings raiders or traders?
	WALT: understand how and why children's leisure time has changed. Lesson 5: How and why has children's leisure time changed?	WALT: create an interpretation of Alfred the Great Lesson 5: Was King Alfred really great?	WALT: extract and interpret information from many sources. Lesson 5: What were the consequences of the Anglo-Saxon and Vikings' struggle for Britain?
	WALT: understand which diseases children caught and how they were treated. Lesson 6: What were the diseases children caught and how were they treated?	WALT: understand how Anglo-Saxon rule ended. Lesson 6: How did Anglo-Saxon rule end?	WALT: extract and interpret information from many sources. Lesson 6: What was Viking life in Britain like?

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5	Autumn	Spring	Summer
	<p>How was life in Tudor England? Hot and Cold Task Knowledge Organiser</p>	<p>What did the Greeks ever do for us? Hot and Cold Task Knowledge Organiser</p>	<p>How did the Maya civilisation compare to the Anglo-Saxons? Hot and Cold Task Knowledge Organiser</p>
Year 5	<p>WALT: use different types of evidence to interpret the character of Henry VIII. Lesson 1: Fair ruler or tyrant? What was Henry VIII really like?</p>	<p>WALT: understand where and when the ancient Greeks lived. Lesson 1: Who were the Greeks and when did they live?</p>	<p>WALT: recognise when and where the ancient Maya lived. Lesson 1: Who were the Maya and when did they live?</p>
	<p>WALT: make deductions about Anne Boleyn from a range of primary and secondary sources. Lesson 2: Why was Anne Boleyn killed?</p>	<p>WALT: understand the importance of the Greek gods. Lesson 2: What did the Greeks believe?</p>	<p>WALT: evaluate the challenges of settling in the rainforest. Lesson 2: How did the Maya settle in the rainforest?</p>
	<p>WALT: understand why Henry VIII had many wives. Lesson 3: Why did Henry VIII have so many wives?</p>	<p>WALT: identify similarities and differences between Athens and Sparta. Lesson 3: How was ancient Greece governed?</p>	<p>WALT: compare and contrast Anglo-Saxon and Maya houses. Lesson 3: What similarities and differences existed between Maya and Anglo-Saxon homes?</p>
	<p>WALT: extract evidence from primary sources about the Royal Progresses of Elizabeth I Lesson 4: What was a Royal Progress?</p>	<p>WALT: understand how Athenian democracy worked. Lesson 4: Did the ancient Greeks give us democracy?</p>	<p>WALT: explain the importance of Maya gods and goddesses. Lesson 4: What did the Maya believe?</p>
	<p>WALT: reconstruct a Royal Progress using a range of primary sources. Lesson 5: What was a Royal Progress like?</p>	<p>WALT: understand the importance of the ancient Greek philosophers. Lesson 5: How do Greek philosophers influence us today?</p>	<p>WALT: design a map of a Maya city. Lesson 5: What do archaeological remains tell us about Maya cities?</p>
	<p>WALT: make deductions about the people in Tudor England using inventories. Lesson 6: What can inventories tell us about life in Tudor times? (Part 1)</p>	<p>WALT: identify and explain the achievements of the ancient Greeks. Lesson 6: What did the Greeks do for us?</p>	<p>WALT: evaluate the reasons for the decline of the Maya cities. Lesson 6: The decline of the Maya cities: man-made or natural disaster?</p>
	<p>WALT: create a realistic inventory for a person living in Tudor times. Lesson 7: What can inventories tell us about life in Tudor times? (Part 2)</p>		

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6	Autumn	Spring	Summer
	<p>What does the census tell us about our local area? <u>Hot and Cold Task</u> <u>Knowledge Organiser</u></p>	<p>What was the impact of World War 2 on the people in Britain? <u>Hot and Cold Task</u> <u>Knowledge Organiser</u></p>	<p>The Sikh Empire <u>Hot and Cold Task</u> <u>Knowledge Organiser</u></p>
Year 6	<p>WALT: use the census to make inferences about people from the past. Lesson 1: What does the census tell us about the people living in our local area?</p>	<p>WALT: understand the causes of World War 2. Lesson 1: Why did Britain go to war in 1939?</p>	<p>WALT: identify how unification around the Sikh Misl Confederacy happened. Lesson 1: How did Maharaja Ranjit Singh lead within the Sikh Confederacy?</p>
	<p>WALT: use the census to investigate how the lives of people in the past changed. Lesson 2: What happened to Mary Bucktrout? (Part 1)</p>	<p>WALT: understand how the Battle of Britain was won. Lesson 2: Who won the battle of Britain?</p>	<p>WALT: describe the impact of Sikh beliefs on society. Lesson 2: How did Sikh beliefs impact society?</p>
	<p>WALT: use primary sources to find out about the working conditions of children in factories. Lesson 3: What happened to Mary Bucktrout? (Part 2)</p>	<p>WALT: make inferences about the Blitz using images. Lesson 3: What do sources tell us about the Blitz?</p>	<p>WALT: recognise the significance of Lahore as a trade centre in the Sikh Empire. Lesson 3: How did Lahore become a global trading hub during the Sikh Empire?</p>
	<p>WALT: recreate the thoughts and feelings of Mary Bucktrout. Lesson 4: How did Mary Bucktrout feel about the key events in her life?</p>	<p>WALT: understand the emotions and experiences of children during the evacuation. Lesson 4: What was evacuation like for children? (Part 1)</p>	<p>WALT: explain the significance of the Maharaka Ranjit Singh and his impact on the Sikh Empire. Lesson 4: Why was Maharaja Ranjit Singh significant?</p>
	<p>WALT: reconstruct the lives of people in a household using the census. Lesson 5: Who lived in our local area? (Part 1)</p>	<p>WALT: evaluate the accuracy and reliability of sources. Lesson 5: What was evacuation like for children? (Part 2)</p>	<p>WALT: evaluate different historical interpretations of the Sikh Empire. Lesson 5: How do different interpretations shape our understanding of the Sikh Empire?</p>
	<p>WALT: compare census returns and identify continuities and changes in a household. Lesson 6: Who lived in our local area? (Part 2)</p>	<p>WALT: identify the impact of WW2 on women's lives. Lesson 6: What impact did WW2 have on women's lives?</p>	<p>WALT: identify the significant achievements of the Sikh Empire. Lesson 6: How did the achievements of the Sikh Empire compare with those of other civilisations?</p>
		<p>WALT: explain why migrants come to Britain. Lesson 7: Why did people migrate to Britain during and after World War 2?</p>	