**History Long Term Planning 2023:**

**What does it mean to get better at History at Duddon St Peter’s?**

To develop ‘layers’ of historical knowledge, which children can draw upon to make sense of more complex ideas, and to construct their own historical arguments and accounts. Develop an understanding across four main threads; Settlement and Invasion, Societal Change, Empires and Civilizations and the History of our Locality.

**Substantive** - I know that…

**Disciplinary** - I know how to…

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Sumer 1** | **Summer 2** |
| **Nursery** | History of our locality  Societal change  Use the Nursery visual timetable | | History of our locality  Societal change  Sequence 2 photographs of then and now e.g. baby and now | | History of our locality  Societal change  Sequence 2 objects then and now, e.g. caterpillar and a butterfly. | |
| **End points** | **Talk about who lives in my house.**  **Describe special times or events that I have shared with my family and friends** | | **Discuss about differences between them now and when they were a baby.**  **Describe special times or events that I have shared with my family and friends** | |  | |
| **Reception** | How have I changed since I was a baby? | | Things that happened before I was born. | | How toys have changed? (sources) | |
| **End points** | **Talk about their immediate family with confidence.**  **Describe the lifecycle of a person e.g. baby, toddler, teenager, parent, grandparent.**  **Describe special times or events in their own lives using time language e.g. Halloween, Bonfire Night, Birthdays** | | **Things happened before they were born e.g. Moon landing.**  **Neil Armstrong is a famous figure from the past.** | | **Older people had older items than we do now** | |
|  | **Disciplinary Knowledge**  **Chronology, knowledge and understanding of History:**  **xploring Friction:**Sequence 3 familiar events or related objects  Use time terms: now/then. old/new. today/yesterday. Day/month/year  **Continuity and change:**  Begin to ask How? And Why? questions in response to things they are finding out.  **Cause and consequence:**  Identify basic causes and consequences related to them.    **Using and Understanding sources of evidence:**  Use images, stories and artefacts to help understand the past  **Concluding:**  Begin to show my ideas, through: talk, drawing, role play and emergent writing | | | | | |
| **Year 1/ 2**  **Cycle A** | How has DSTP changed over time? Within living memory, through visits from Grandparents. | | How has Duddon changed over the last 100 years?  Beyond living memory | | Who was the monarch before King Charles 111 and what did she do for Britain? | |
| **End points** | **The school building has changed**  **Duddon school is made of new and old buildings**  **We had a new classrooms built**  **School rules have changed and we no longer use the cane.**  **Some parents and grandparents attended the school.** | | **New houses and buildings have been built**  **Buildings and their uses have changed**  **Duddon now has a playing field**  **The village Church is called Duddon St Peter’s too. In the last 100 years the church has been refurbished.** | | **A monarch is a king or queen.**  **William I came from France. He was known as William the Conqueror**  **Queen Victoria was queen for almost 64 years. This time was called the Victorian period**  **Henry VIII split England from the Catholic Church and created the Church of England**  **Queen Elizabeth II was the longest reigning monarch**  **King Charles III is our monarch now.** | |
| **Thread** | **Societal Change** | | | | | |
| **Year 1/ 2**  **Cycle B** | How did Florence Nightingale and Mary Seacole influence the way that Nurses do their job today? | | What was learnt from the Great Fire of London?  ( link to Fire in Nantwich) | | What have great explorers done for us?  Make comparisons | |
| **End points**  **Substantive Knowledge** | **Hospitals and homes were very different in Victorian times. They were dirty and overcrowded and people got poorly because of this.**  **Florence Nightingale was a nurse in the Crimea War. She made hospitals cleaner for patients.**  **She was known as the Lady with the Lamp**  **Mary Seacole was a nurse. She set up a hospital to look after soldiers.**  **Her and Florence Nightingale met during the Crimea War.**  **Edith Cavell was a nurse. She saved soldiers from both sides during the First World War.**  **Compare these nurses.**  **Nurses are important to help us stay healthy and to keep us safe.** | | **The Great Fire of London started on Pudding Lane in 1666**  **London is the capital city of England.**  **Buildings were made from wood.**  **Conditions meant the fire spread quickly.**  **Water did not put the fire out so King Charles ll pulled down buildings to stop the fire from spreading further.**  **Samuel Pepys kept a diary about the fire.**  **Christopher wren rebuilt an important church called St Paul’s cathedral after the fire.** | | **Explorers help us to find out more about our world**  **Ibn Battauta was an explorer who travelled for nearly 30 years. He learnt about lots of different places.**  **Matthew Henson was one of the first explorers to reach the North Pole.**  **Neil Armstrong became the first person to walk on the moon.**  **Felicity Aston was the first woman to ski across Antarctica on her own.** | |
| **Thread** | **Thread (Substantive concept) Achievements and Follies of Mankind** | | | | | |
|  | **Disciplinary knowledge**  **Chronology and Understanding of History**  Yr1 Sequence 3 events, photographs or objects on a timeline  Use the words past and present, long, long ago, long ago and now to compare different objects/ people/events  Use past and present when describing events  YR2 - Include some detail when talking about events, people and themes from the past  Place events and people on a timeline  Begin to use important dates  **Continuity and Change (between periods)**  Yr1 Talk about some similarities and differences  Yr2- Point out similarities and differences between aspects of life at different times in the past  **Cause and Consequence**  Year 1- Talk about why, what, how events happen  Yr2- Pick out some reasons for the results of people’s actions and events  **Using and Understanding interpretations and sources for evidence**  Yr1-Use photographs, artefacts and books to answer questions about historical events and people  Yr2-Compare different sources of evidence and identify some similarities and differences  Say which sources are the most likely to be useful for a task.  **Concluding**  Yr1- Discuss their findings  Yr2-Provide reasons for what they think has happened. | | | | | |
| **Year 3 /4**  **Cycle A**  **Year 2** | What was the impact of the Roman invasion on Britain?  How did it affect the area we live in? | | How did the Mayan civilisation last so long?  How did it compare to Europe at the time? Empires and Civilizations | | Anglo Saxons and Vikings  How did the monarchy in Britain start? | |
| **End points** | **The Romans came from Italy and invaded Britain in 43AD.**  **The Romans wanted to invade Britain to increase their Empire, access resources such as tin, iron, bronze, cattle, sheep and acquire more men and land.**  **A tribe of people called the Celts lived in England before the Romans invaded**  **The Roman army was successful because they were organised, fit, strong and had effective armour.**  **The Roman Empire was multicultural.**  **Hadrian’s Wall was built in 122AD. It was built to keep the barbarians out by the Emperor Hadrian.**  **The Romans believed good sanitation would lead to good health. They built baths and sewers.**  **The Romans had a number system that is still used today.**  **Chester was a Roman fort. There is still evidence of Romans in Chester there today such as the amphitheatre.** | | **The Maya were an ancient civilisation of people who** **lived in an area that used to be known as Mesoamerica.**  **Maya Monarchs were the centre of power for Maya Civilisation.**  **Monarchs built temples to claim their power.**  **Some temples are still evident today.**  **Mya Kings had God like personas.**  **Maya kings were also expected to be great military leaders.**  **The Mayans lived in cities.**  **There was a big divide between the nobles and the commoners.**  **Men and women performed different tasks: mostly men would produce and farm the food but women would prepare it.**  **The Mayans invented the concept of zero.**  **Ancient Maya started to decline around 800 AD due to several factors including drought and overpopulation.**  **Maya was hard for the Spanish to conquer. This was because Maya did not have a central government and the Spanish had to take over each city once at this time.** | | **Romans left Britain around AD410.This made it easier for other tribes to invade.**  **The Scots invaded from Ireland to Northern Britain - this is now called Scotland.**  **Anglo Saxons invaded Britain from Northern Europe and they settled by Rivers and Seas.**  **Names of local towns came from Anglo-Saxon settlements (Eastham).**  **Anglo Saxons were ruled by Kings. They were supported by important landowners and warlords. If people didn’t own land they were slaves.**  **The Vikings were largely from Denmark, Norway and Sweden and began to raid and invade land and settlements in England from the Anglo Saxons.**  **Vikings were ruled by kings whose power depending on the success of conquests Not all Vikings were like this, some were farmers, fisherman and blacksmiths.**  **King Alfred the Great fought the Vikings and divided land between the Vikings and the Anglo Saxons.** | |
| **Thread** | **Power and Monarchy** | | | | | |
| **Year 3 /4**  **Cycle B** | What was the difference between early settlements in Britain during the Stone Age, Bronze Age and Iron Age? | | Ancient Egypt - Can a boy King rule a civilisation?  Societal Change Empires and Civilizations | | How has the monarchy continued to change our lives? William the conqueror  King John- Magna Carta, rule of law- Chester  Henry VIII  Queen Victoria Empire | |
| **End points**  **Substantive Knowledge** | **Early in the Stone Age, people lived in caves. Towards the end of the Stone Age people built huts.**  **In the Stone Age, people were hunter-gatherers. They foraged for food.**  **Stone Age tools were made from stone and bone.**  **The Stone Age consisted of three periods the Palaeolithic, Mesolithic and Neolithic**  **There were no leaders in the stone age - all houses were a similar size.**  **Bronze Age people discovered how to extract metal from rocks, bronze replaced stone in tools and weapons.**  **Bronze was made from copper and tin.**  **In the Iron Age, people became more skilled metalworkers. Ordinary people farmed and hunted for food.**  **Iron was stronger than Bronze and easier to find.**  **In the iron age people grouped together in larger tribes and were ruled by a king supported by landowners and warriors.** | | **The Nile was important for the Ancient Egyptians for food, transport, and reeds.**  **We know about Ancient Egyptian life because of evidence from the pyramids and communications, including hieroglyphics.**  **Egyptians believed in the afterlife they mummified bodies.**  **Ancient Egyptians wrote in hieroglyphics.**  **Pharaohs and the rich had large and comfortable homes. Many of the poor worked on the land or building tombs.**  **The Rosetta Stone was used to translate hieroglyphics - which is why we know so much about them.**  **Many men ruled, only a few important positions were given to women.**  **Tutankhamun was a boy King who died young. His tomb was left untouched with all of his treasures.** | | **William the Conqueror, who was French, invaded England in 1066 and promised land in England to people in Europe.**  **The Domesday Book was written by order of William the Conqueror - this is similar to a Census.**  **King John’s reign began in 1199.**  **King John made everybody pay high taxes and changed the rules often.**  **The Magna Carta was made by his Barons which meant that everybody must follow the law including the king.**  **In 1491 Henry VIII became King. He had 6 wives. He beheaded two; divorced two; one died and another survived. Henry VIII was desperate to have a son who would be his heir.**  **He started the Church of England because the Catholic Church wouldn’t let him divorce. Before this, England and Wales was mostly Catholic.**  **Queen Victoria became Queen in 1837**  **Queen Victoria led the British Empire and expanded it so that it was bigger and stronger than before by adding countries in Southern Africa.**  **The trade system allowed more people to come to Britain, making British culture more diverse.** | |
| **Thread** | **Invaders and Settlers** | | | | | |
| **Disciplinary Knowledge** | **Disciplinary knowledge**  **Chronology and Understanding of History**  Yr3 BC means before Christ and is used for the years before 0  AD means Anno DOMINI and can be used to show years from 1AD  Use dates to show the passing of time.  YR4 – Use historical terms BC/AD accurately.  Place historical periods studied and information about topics on a timeline  Make comparisons and connections between different periods studied.  **Continuity and Change (between periods)**  Yr3 Change is brought about by advancements  Describe changes in the period being studied against one other time period.  Yr4 Identify what an era was like before a change occurred  Offer reasons for change and continuity in different time periods.  **Cause and Consequence**  Yr. 3- Identify possible reasons for and the results of people’s actions.  To identify an events and suggest why it may have come about.  Yr4- Identify the consequences of events and the actions of people and how the consequences can sometimes last long after the events  Identify possible reasons for changes.  **Using and Understanding interpretations and sources for evidence**  Yr-3Archaeologists evidence can help us find out about the past but it doesn’t tell us all the answers and emotions from the time.  We can make inferences and deductions from images of the past  We can use primary and secondary sources  Talk about the usefulness and accuracy of these sources.  Yr4-Ask questions about the bias of historical evidence  Use a range of sources to construct knowledge of the past  Extract appropriate information form a source.  Make deductions from documents as well as concrete evidence.  **Concluding**  Yr3- Begin to make links between the children’s lives today and the legacy of the historical period studied.  Yr4Reach conclusions that are substantiated by historical evidence Construct an answer using evidence to explain things. | | | | | |
| **Year 5 /6**  **Cycle A** | What have we learnt from the Shang Dynasty? | | The History of flight  How did the Wright brothers affect our use of travel today? | | How did WWII affect the roles of woman in Britain today? Links to Battle of Britain | |
|  | **The Shang Dynasty was founded in China in 1600BC and was located in the current Henan Province by the Yellow River.**  **The Shang Dynasty was organised into social hierarchy.**  **The worshipped their ancestors when they died.**  **Their supreme God was Shang DI**  **The Shang Dynasty made many contributions to Chinese civilisation but its most important include the invention of writing, the development of a strategic government, the advancement of bronze technology, including chariots and bronze weapons in warfare.** | | **The modern era of aviation began 120 years ago with American brothers Ollie and Wilbur Wright.**  **In 1903, their plane was responsible for the world’s first piloted flight.**  **Bessie Coleman gained her pilot’s license 18 years after the Wright brother’s first flight. She was the first black woman to gain her pilot’s license.**  **Amelia Earhart was the first woman to fly solo across the Atlantic on 21st May 1932**  **The first commercial flights took place in the early 1900’s. IN the early years it was a luxury that only the wealthy could afford.**  **Today air travel is vital to global economy carrying billions of passengers and cargo every year.**  **The challenge today is to make air travel more efficient and sustainable.** | | **Women first began to play an important role in WW1**  **WW2 began in 1939 and ended in 1945.**  **When the second World War broke out in 1939 just over 5 million women were in work.**  **By 1943, that number stood well in excess of 7 million.**  **Jobs included the navy, the air forces, land army and the volunteer service.**  **After the war, women were encouraged back to their domestic roles. By 1951, the number of working women had returned to almost pre- war levels.**  **The 60’s and 70’s saw an emergence of Feminist groups and awareness of gender inequality.** | |
| **Thread** | **Achievements and Follies of Mankind** | | | | | |
| **Year 5 /6**  **Cycle B** | What have the Ancient Greeks taught us about fairness? | | Through history did the punishment always for the crime?  London trip Through history did the punishment always for the crime?  London trip | | Do protests always mean change? | |
| **End points**  **Substantive Knowledge** | **The Ancient Greeks lived between 700-480BC.**  **They lived in Polis**  **Different people had different rights in Greek society. Only men could become citizens.**  **Greek myths are stories based on the legends of heroes (Gods) who lived on Mount Olympus.**  **Wealthy people lived in large houses in large town, the very rich had country homes and the poor worked on the land.**  **The beginning of the Olympic games was not based on sport but on sacrifice.**  **Greeks were the first people to vote and lived in a democratic society.**  **The Ancient Greeks developed modern mathematics, sculpture, philosophy, science and medicine.** | | **Hue and Cry was the main method for identifying crimes in and around 1066.**  **The Normans brought in Trial by Combat where you could fight your accuser and prove your innocence.**  **Following the Magna Carta only the rich had the right to a fair trial, the poor did not.**  **In Tudor times, there was no police force. Often in the smaller towns and villages local people were responsible for preventing crimes.**  **The laws were strict and people believed if a criminal’s punishment was painful enough it would prevent others from committing the same crime.**  **Between the 15th and 18th Century many women were accused of being witches and were killed because of this.**  **In 1829, a politician called Sir Robert Peel introduced the first English police force.**  **For the first time in History, prisons became the main form of punishment in this period.** | | **Protests have happened over time where people would think that something is unjust and believe that they should force/ask for a change in attitudes and beliefs.**  **The peasants revolt occurred in 1381 to gain better rights for poor people. It was not successful and encouraged further protests.**  **The Luddites protested in1812 about new machinery taking their jobs. This was a non-peaceful protest. It was not successful.**  **In 1913, The Suffragettes fought for women’s rights to vote. They were successful in 1928.**  **He Civil Rights movement of Martin Luther King and Rosa Parks in America influenced the Civil Rights Movement in the UK.**  **Harvey Milk lead the promotion of the Gay Pride flag and this lead to LGBT + equality in Britain.**  **Greta Thumberg led a climate strike in 2019 and young people across Britain and the world joined in to actively ask for change.** | |
| **Thread** | **Societal Change** | | | | | |
| **Disciplinary knowledge** | **Disciplinary knowledge**  **Chronology, knowledge and understanding of History:**  Yr5 Sequence events on a timeline, comparing where it fits in with previous studies.  Use relevant dates and terms e.g. Era, Century, Decade  Begin to identify that a scale is needed for timelines  BCE and CE are alternatives to BC and AD  Yr6-Sequence events, people and historical periods on a timeline comparing one with another.  Place historical periods studied and information about my topic on a timeline.  Correctly scale and draw a timeline to show a period of history and place the context on it.  Be able to place BCE, BC, AD and CE in order.  **Continuity and change (between periods):**  Yr5-Compare and make connections between different contexts in the past.  Make links between main events, similarities and changes within and across different time periods.  Explain the reasons for change and continuity using the vocabulary and the terms of the period as well.  Analyse the reasons for changes and continuity.  Yr6- Compare and make connections between different contexts in the past.  Make links between events and changes within and across different time periods/societies.  Identify the reasons/key turning point for changes and continuity.  Describe links between main events, similarities and changes within and across different periods.  Analyse and present the reasons for continuity and change.  **Cause and Consequence:**  Yr5 Give reasons for historical events, the results of historical events, situations and changes.  Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.  Explain the significance of events, people and developments.  Describe changes throughout time.  Yr6- Describe how one event can have multiple consequences that can impact on many countries and civilizations.  Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.  Explain the significance of events, people and developments.  Describe changes over time and the impact of these over time.  **Using and Understanding interpretations and sources of evidence:**  Yr5- Recognise primary and secondary sources.  Use a range of sources to find out about a particular aspect of the past.  Describe how secondary sources are influenced by the beliefs, cultures and time period of the author.  Use a variety of sources to make inferences about a time period.  Understand the more sources that there are, the more accurate the understanding of history.  Yr6 -Use a range of primary and secondary sources to build a picture of the past.  Identify bias in a source  Identify the value of the source to historical enquiry  Identify the limitations of sources.  Compare and contrast the same event from different sources.  Evaluate the usefulness of sources  **Concluding**  Yr6- Suggest explanations for different versions of events.  Identify how conclusions have been arrived at by linking sources.  Address and devise historically valid questions and use sources to conclude an answer to these.  Present an explanation of history from the sources. | | | | | |