



Oughtibridge Primary School

History Long Term Plan



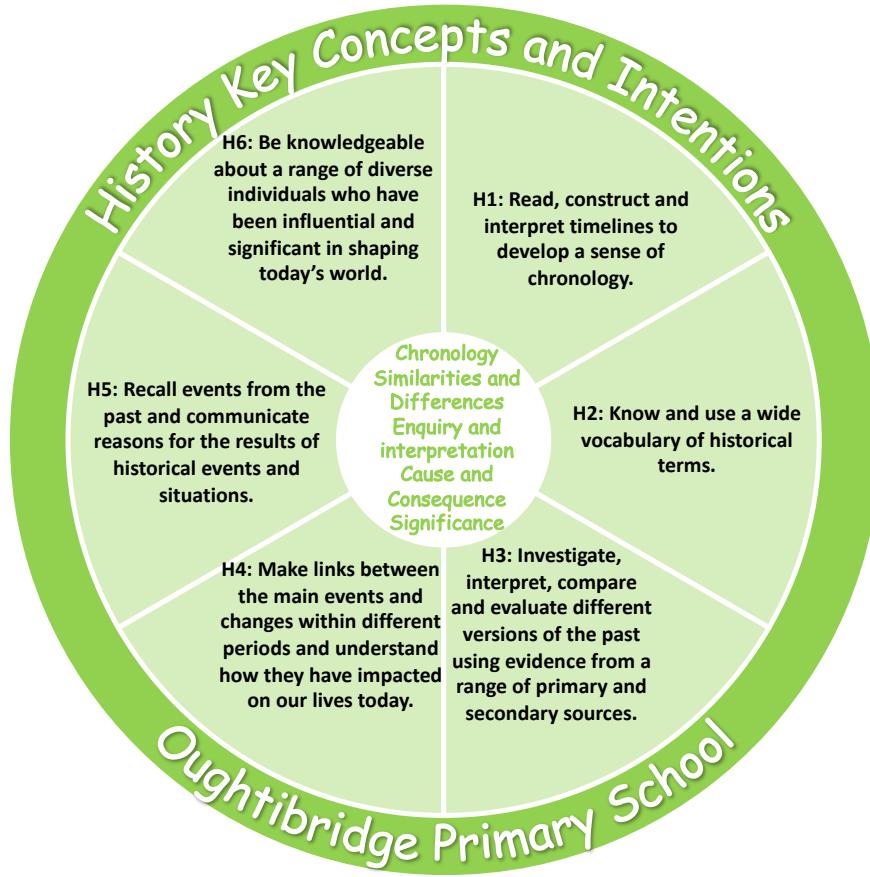
	Autumn Term	Spring Term	Summer Term
Foundation Stage	<p>Autumn 1</p> <p>Children will learn to...</p> <ul style="list-style-type: none">• understand ages of others e.g. grandparents are older than parents• share personal 'All About Me' books to promote discussions about their families• begin to make sense of their own life-story and family history• talk about the lives of people around them and their roles in society <p>Aim: to understand the simple structure of families.</p> <p>Children will learn to...</p> <ul style="list-style-type: none">• understand about the achievements and impact of Bill Thomas <p>Aim: to be able to identify Bill Thomas and recall simple facts about him.</p>	<p>Spring 1</p> <p>Children will learn to...</p> <ul style="list-style-type: none">• compare transport over the years• understand about the achievements of Amelia Earhart <p>Aim: to explore how types of transport have changed over time and relate this to Amelia Earhart's achievements.</p> <p>Children will learn to...</p> <ul style="list-style-type: none">• compare and sort present day toys with toys from the past <p>Aim: to identify and talk about similarities and differences between toys now and toys in the past.</p> <p>Children will learn to...</p> <ul style="list-style-type: none">• understand the Chinese calendar, including how each year is represented as an animal• understand ways in which Chinese New Year is celebrated• say simple greetings in Chinese <p>Aim: to understand the simple history behind Chinese New Year.</p>	<p>Summer 1</p> <p>Children will learn to...</p> <ul style="list-style-type: none">• discuss how we have changed since we were babies• to sequence photographs on a timeline of changes from a baby to the present day <p>Aim: to talk about changes from being a baby to the present day.</p>

Foundation Stage	<p>Autumn 2 Children will learn to...</p> <ul style="list-style-type: none"> understand why we celebrate Bonfire Night begin to discuss importance of Remembrance Day learn about Christmas traditions over time <p>Aim: to understand simple history behind significant celebrations or dates.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> understand about the achievements and impact of Helen Sharman <p>Aim: to be able to identify Helen Sharman and recall simple facts about her.</p>	<p>Spring 2 Children will learn to...</p> <ul style="list-style-type: none"> look at different versions of the same stories read some traditional and aboriginal stories <p>Aim: to compare how stories have changed over time.</p>	<p>Summer 2 Children will learn to...</p> <ul style="list-style-type: none"> investigate and compare ways in which the seaside has changed over time <p>Aim: to explore changes in the seaside from the past to the present.</p>
Year 1	<p>Children will learn to...</p> <ul style="list-style-type: none"> put up to three objects in chronological order (recent history) use words and phrases like 'old', 'new' and 'a long time ago' answer questions using an artefact/photograph provided identify similarities and differences between different types of houses <p>Aim: to identify how life in Sheffield has changed over time from when their parents were young to a time beyond living memory.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> use words and phrases like 'old', 'new' and 'a long time ago' give a plausible explanation about what an object was used for in the past begin to identify the main differences between old and new objects understand that some objects belonged to the past understand that we have a king who rules us and that Britain has had a king or queen for many years <p>Aim: to recognise that life was different during the Victorian era.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> begin to identify the main differences between old and new objects give plausible explanations about what an object was used for in the past answer questions using an artefact/photograph provided recognise significant individuals who have travelled to the polar regions <p>Aim: to explore and compare how travel to the poles has changed over time.</p>

<p>Year 2</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> identify key features of London in the past and why they existed understand how The Great Fire of London started and has impacted our fire service and how houses are built today sequence the Great Fire of London in chronological order and explain the order understand the importance and history of The Houses of Parliament understand how London landmarks have changed over time use the words past and present correctly use a range of appropriate words and phrases to describe the past such as, before I was born, when I was younger, before, after, past, present, then and now understand what is meant by chronological order research the life of a famous Briton from the past, using different resources explain how their local area was different in the past and compare it to London in the past <p>Aim: to be able to outline key events from the Great Fire of London, and place this major historical event in the context of a wider timeline.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> develop an awareness of the past, finding out about changes within living memory in the context of discussing how travel and transport was different in the past understand where people and events which are studied, fit within a chronological framework ask and answer questions, choosing sources to show that they know and understand key features of events develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements <p>Aim: to be able to provide historical context to the lives of people studied (including social conditions at the time and the impact that significant people had).</p> <p><u>Scientists and Inventors</u></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> recognise the impact that famous scientists and inventors have had through time understand how some scientists and inventors discovered and developed new ideas <p>Aim: to be able to create information texts about famous scientists and inventors through time.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> answer questions using a range of artefacts and photographs explain why someone in the past acted in the way they did use phrases and words like before, after, past, present, then and now use the words past and present correctly use a range of appropriate words and phrases to describe the past <p>Aim: to compare and contrast methods that historically significant explorers used to discover new places.</p>
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<p>Year 3</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> • describe historical events of significance from the local area • describe events from the past including the dates they occurred • use various sources of evidence to answer questions • research and write about a specific event from the past • use various sources to gather information about a period in history <p>Aim: to undertake a study of the Sheffield Floods in 2007 and 1864, focusing on families who were affected and how infrastructure improvements have been made to prevent future flooding.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> • describe events from the past, using dates when things happened • use a timeline within a specific time in history to set out the order in which things may have happened • begin to picture what life would have been like for the earliest settlers • recognise the part that archaeologists have had in helping us to understand more about what has happened in the past • use various sources of evidence to answer questions <p>Aims:</p> <p>To understand the significant changes in the history of Britain and in particular, how humans settled during the Stone Age (e.g. homes, food, animals, tools and clothing that were available at the time).</p> <p>To understand the importance of Mary Anning and the impact that her work has had on developing humanity.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> • recognise the achievements of the earliest civilisations, specifically the Ancient Egyptians • use a timeline within a specific time in history to set out the order in which things may have happened • use mathematical knowledge to work out how long ago events in history happened • recognise the part that archaeologists have had in helping to understand more about what has happened in the past • use various sources of evidence to answer questions • research and write about a specific event from the past <p>Aim: to understand that historical civilisations were not restricted to British soils and in particular, the study of Ancient Egyptians and what life was like for people in Ancient Egypt, comparing this to life in the late Stone Age in Britain.</p>
<p>Year 4</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> • compare and contrast city states (Sparta and Athens) • compare the modern and ancient Olympic Games • learn about the ancient Greek way of life (e.g. legacy, alphabet, plays, artefacts, religion, myths) <p>Aim: to understand how the ancient Greeks lived and how their culture has influenced modern society.</p>	<p>History is not taught during this term.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> • understand daily life in Rome • know that Romans were governed by Emperors • know about life in a Roman household • understand about the Romans from the invasion of Britain to the end of the Roman Empire • understand why the Romans invaded Britain and how the Britons defended their island • understand what life was like in the Roman army and why the Romans built Hadrian's Wall <p>Aim: to understand that our lives have been shaped by influences from the past and evidence of this can still be seen in the UK today.</p>

<p>Year 5</p>	<p>History is not taught this term.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> • understand Britain's settlement by Anglo Saxons and Scots • understand the Viking and Anglo-Saxon struggle for the Kingdom of England, to the time of Edward the Confessor • recognise that Britain has been invaded by different groups over time • place periods of history on a timeline showing periods of time • appreciate how historical artefacts have helped us understand more about British lives in the present and the past <p>Aim: understand the impact of the Anglo Saxon and Vikings time period on modern day life.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> • communicate knowledge and understanding orally, and in writing, and offer points of view based on what they have found out • make comparisons between historical periods, explaining things that have changed and things which have stayed the same • give more than one reason to support a historical argument <p>Aim: to understand the importance of the Mayan civilisation.</p>
<p>Year 6</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> • understand how the Second World War affected both Britain and the whole world • summarise the main events from World War Two, explaining the order in which key events happened • describe the events that took place from the 1930s through to 1946 using evidence from different sources <p>Aim: to understand the events that both led to the Second World War and its eventual outcome.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> • understand how crime and punishment have changed throughout British history • understand where different periods of British history fit on a timeline, from the Romans through to the Victorians • appreciate that some ancient civilizations (including the Romans) showed greater advancements than people who lived centuries after them <p>Aim: to gain a greater understanding of how institutions such as law and order have evolved throughout British history.</p>	<p>History is not taught during this term.</p>



Chronology – When did events happen in relation to each other?

Similarities and Differences – How can we analyse how the experiences that different groups of people have been the same or different over time?

Enquiry and Interpretation – How can we ask questions about the past and make sure we have reliable sources to help us answer them?

Cause and Consequence – What are the relationships between events and what effect did they have on life at the time and beyond?

Significance – How have historical figures and events led to changes in society and what was their lasting impact?