

History Long Term Plan

Within the National Curriculum, History is organised into 3 areas: **Chronological Understanding, Knowledge and Interpretation, and Historical Inquiry.** There may also be specific historical periods or themes that pupils will learn about within each year group. Throughout the year, where possible, children's learning is organised through the PYP, allowing for knowledge and skills to be embedded within a meaningful context. Regular opportunities are given throughout the week, term and year to allow recall of subject knowledge, allowing children to build on and use their understanding in order to make progress during their time at COPA.

History	EYFS		Year 1	Year 2
	<p>N: Begin to make sense of their own life story and families history</p> <p>R: Talk about past and present events in their own lives and in the lives of family members.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Autumn 1</p> <p>How We Express Ourselves</p>	<p>Area: Chronological understanding</p> <p>Historical period/ theme: My family and where I come from</p> <p>Coverage/Progression:</p> <p>Can they tell me about things that happened when they were little?</p> <p>Can they explain how they have changed since they were born?</p> <p>Can they use words and phrases like: very old, when mummy and daddy were little?</p>	<p>Area: Knowledge and Interpretation, Historical enquiry</p> <p>Historical period/ theme: Changes within living memory</p> <p>Coverage/Progression:</p> <p>Can they give examples of things that are different in their life from that of their grandparents when they were young?</p> <p>Can they find out something about the past by talking to an older person?</p> <p>Can they research about a famous event that happens somewhere else in the world and why it has been happening from some time?</p>
		<p>Autumn 2</p> <p>Who We Are</p>	<p>Area: Chronological understanding, Knowledge and interpretation.</p> <p>Historical period/ theme:UK/London- where we live - includin Guy Fawkes and Bonfire night</p> <p>Coverage/Progression:</p> <p>Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</p> <p>Can they retell a familiar story set in the past?</p>	<p>Area: Chronological understanding, Knowledge and interpretation, Historical enquiry</p> <p>Historical period/ theme: Events beyond living memory</p> <p>Coverage/Progression:</p> <p>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' in their historical learning?</p> <p>Can they use a range of appropriate words and phrases to describe the past?</p> <p>Can they sequence events about the life of a</p>

				<p>famous person? Can they try to work out how long ago an event happened?</p> <p>Can they recount the life of someone famous from Britain who live in the past giving attention to what they did earlier and what they did later? Can they explain why Britain has a special history by naming some famous events and some famous people? Can they explain why someone in the past acted in the way they did? Can they explain what is meant by a democracy and why it is a good thing?</p> <p>Can they research about a famous event that happens in Britain and why it has been happening for some time?</p>
		<p>Spring 1</p> <p>Sharing The Planet</p>	<p>Area: Knowledge of significant people</p> <p>Historical period/ theme: Significant people that have contributed to eco changes- Greta Thunberg</p> <p>Coverage/Progression:</p> <p>Do they appreciate that some famous people have helped our lives be better today?</p>	<p>Area: Knowledge and Interpretation</p> <p>Historical period/ theme: People that have contributed to eco changes e.g. David Attenborough</p> <p>Coverage/Progression:</p> <p>Can they recount the life of someone famous from Britain who live in the past giving attention to what they did earlier and what they did later?</p>
		<p>Spring 2</p> <p>Where We Are In Place And Time</p>	<p>Area: Chronological understanding of significant events. The impact of significant people on these historical events.</p> <p>Historical period/ theme: Space travel</p> <p>Coverage/Progression:</p> <p>Can they put up to five objects/events in chronological order? Can they use words and phrases like: very old, when mummy and daddy were little? Can they find out more about a famous person from the past and carry out some research on</p>	<p>Area: Chronological understanding, Knowledge and Interpretation, Historical enquiry</p> <p>Historical period/ theme: Great Fire of London</p> <p>Coverage/Progression:</p> <p>Can they use words and phrases like: before I was born, when I was younger? Can they use the words 'past' and 'present' accurately? Can they sequence a set of events in chronological order and give reasons for their order? Can they sequence a set of objects in</p>

			<p>him or her?</p>	<p>chronological order and give reasons for their order? Can they sequence events about their own life? Can they sequence events about the life of a famous person? Can they try to work out how long ago an event happened?</p> <p>Can they recount some interesting facts from a historical event, such as where the 'Fire of London' started? Can they explain why Britain has a special history by naming some famous events and some famous people? Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian time? Can they explain why someone in the past acted the way they did?</p> <p>Can they research the life of a famous Briton from the past using different resources to help them? Can they explain why eye-witness accounts may vary?</p>
	<p>Summer 1 How The World Works</p>		<p>Area: Historical enquiry Historical period/ theme: Traditional tales/Materials Coverage/Progression: Can they retell a familiar story set in the past?</p>	<p>Area: Historical enquiry Historical period/ theme: Researching the past Coverage/Progression: Can they answer questions by using a specific source, such as an information book? Can they say at least 2 ways they can find out about the past, for example using books and the internet?</p>
	<p>Summer 2 How We Organise Ourselves</p>		<p>Area: Knowledge and Interpretation, Historical enquiry Historical period/ theme: Castles/Kings and Queens Coverage/Progression: Do they understand that we have a queen</p>	<p>Area: Knowledge and Interpretation, Historical enquiry Historical period/ theme: our locality Coverage/Progression: Can they explain how their local area was different in the past? Can they explain why their locality (as wide as</p>

			<p>who rules us and that Britain has had a king or queen for many years?</p> <p>Can they put up to five objects/events in chronological order?</p> <p>Can they use words and phrases like: very old, when mummy and daddy were little?</p> <p>Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? Can they explain differences between past and present in their life and that of other children from a different time in history?</p> <p>Can they spot old and new things in a picture?</p> <p>Can they spot old and new things in a picture?</p>	<p>it need to be) is associated with a special historical event?</p> <p>Can they research the life of someone who used to live in their area using the internet and other sources to find out about them?</p>
--	--	--	--	---

History	Year 3	Year 4
<p>Autumn 1 How We Express Ourselves</p>	<p>Area: Historical Enquiry Historical period/ theme: Black History Month Coverage/Progression:</p> <ul style="list-style-type: none"> - Can they use their mathematical knowledge to work out how long ago events would have happened? - Can they suggest why certain people acted as they did in history? - Can they suggest why certain events happened as they did in history? - Can they research a specific event from the past? - Can they, through research, identify similarities and differences between given periods in history? 	<p>Area: A Chronological Understanding Historical period/ theme: Black History Month Coverage/Progression:</p> <p>Can they plot recent history on a timeline using centuries?</p> <p>Can they place periods of history on a timeline showing periods of time?</p> <p>Can they use their mathematical skills to round up time differences into centuries and decades?</p> <p>Can they use their mathematical skills to help them work out the time differences between certain major events in history?</p> <p>Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?</p>
<p>Autumn 2 Who We Are</p>	<p>Area: Historical Enquiry Historical period/ theme: X-rays, medical advances and significant people</p>	<p>Area: Historical period/ theme:</p>

	<p>Coverage/Progression:</p> <ul style="list-style-type: none"> - Can they describe events from the past using dates when things happened? - Can they use a timeline within a specific time in history to set out the order things may have happened? - Can they use various sources of evidence to answer questions? - Can they research a specific event from the past? - Can they use their 'information finding' skills in writing to help them write about historical information? - Can they use specific search engines on the Internet to help them find information more rapidly? 	<p>Coverage/Progression:</p> <p>Can they explain how events from the past have helped shape our lives?</p> <p>Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</p> <p>Do they recognise that the lives of wealthy people were very different from those of poor people?</p> <p>Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p> <p>Do they appreciate that the food people ate was different because of the availability of different sources of food?</p>
<p>Spring 1 Sharing The Planet</p>	<p>Area: Knowledge and Interpretation</p> <p>Historical period/ theme: Climate change and weather overtime</p> <p>Coverage/Progression:</p> <ul style="list-style-type: none"> - Can they suggest why certain events happened as they did in history? - Can they suggest why certain people acted as they did in history? - Can they, through research, identify similarities and differences between given periods in history? - Can they use their 'information finding' skills in writing to help them write about historical information? - Can they use specific search engines on the Internet to help them find information more rapidly? 	<p>Area:</p> <p>Historical period/ theme:</p> <p>Coverage/Progression:</p>

**Spring 2
Where We Are In
Place And Time**

**Area: Changes in Britain from the Stone Age to the Iron Age
Historical period/ theme: Stone Age, Bronze Age, Iron Age
Coverage/Progression:**

- This could include: late Neolithic hunter-gatherers and early farmers e.g. Skara Brae
- Bronze Age religion, technology and travel, e.g. Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- Can they research a specific event from the past?
- Can they describe events and periods using the words: BC, BCE and decade?
- Can they describe events from the past using dates when things happened?
- Can they use a timeline within a specific time in history to set out the order things may have happened?
- Can they set out on a timeline, within a given period, what special events took place?
- Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?
- Can they begin to picture what life would have been like for the early settlers?
- Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?
- Can they research a specific event from the past?
- Can they, through research, identify similarities and differences between given periods in history?
- Can they use specific search engines on the Internet to help them find information more rapidly?

**Area: The Roman Empire and its impact on Britain
Historical period/ theme: Roman Empire
Coverage/Progression:**

- 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, e.g. Boudica
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Can they plot recent history on a timeline using centuries?
- Can they place periods of history on a timeline showing periods of time?
- Can they use their mathematical skills to round up time differences into centuries and decades?
- Can they use their mathematical skills to help them work out the time differences between certain major events in history?
- Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?
- 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
- Can they research two versions of an event and say how they differ?
- Can they give more than one reason to support an historical argument?
- Can they communicate knowledge and understanding orally and in writing and offer points of view based upon

		<p>what they have found out?</p> <ul style="list-style-type: none"> - Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? - Can they explain how events from the past have helped shape our lives? - Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? - Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? - Do they recognise that the lives of wealthy people were very different from those of poor people? - Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? - Can they recognise that people's way of life in the past was dictated by the work they did? - Do they appreciate that the food people ate was different because of the availability of different sources of food? - Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?
<p>Summer 1 How The World Works</p>	<p>Area: Chronological Understanding Historical period/ theme: History of Travel Coverage/Progression:</p> <ul style="list-style-type: none"> - Can they describe events from the past using dates when things happened? - Can they use a timeline within a specific time in history to set out the order things may have happened? - Can they use their mathematical knowledge to work out how long ago events would have happened? - Can they set out on a timeline, within a given period, what special events took place? 	<p>Area: Knowledge and Interpretation Historical period/ theme: the development of toys through time Coverage/Progression:</p> <ul style="list-style-type: none"> - Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? - Do they recognise that the lives of wealthy people were very different from those of poor people?

	<ul style="list-style-type: none"> - Can they suggest why certain events happened as they did in history? - Can they suggest why certain people acted as they did in history? - Can they use their 'information finding' skills in writing to help them write about historical information? - Can they use specific search engines on the Internet to help them find information more rapidly? 	
<p>Summer 2 How We Organise Ourselves</p>	<p>Area: The achievements of the Earliest Civilisations Historical period/ theme: Shang Dynasty of Ancient China</p> <p>Coverage/Progression:</p> <ul style="list-style-type: none"> - Can they describe events and periods using the words: BCE, CE, and decade? - Can they describe events from the past using dates when things happened? - Can they describe events and periods using the words: ancient and century? - Can they use a timeline within a specific time in history to set out the order things may have happened? - Can they suggest why certain events happened as they did in history? - Can they suggest why certain people acted as they did in history? - Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? - Can they use various sources of evidence to answer questions? - Can they use various sources to piece together information about a period in history? - Can they research a specific event from the past? - Can they use their 'information finding' skills in writing to help them write about historical information? - Can they, through research, identify similarities and differences between given periods in history? 	<p>Area: A study of Greek life and achievements and their influence on the western world Historical period/ theme: Ancient Greece</p> <p>Coverage/Progression:</p> <ul style="list-style-type: none"> - a study of Greek life and achievements and their influence on the western world. - Can they research two versions of an event and say how they differ? - Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? - Can they recognise that people's way of life in the past was dictated by the work they did? - Do they appreciate that the food people ate was different because of the availability of different sources of food? - Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? - Can they explain how events from the past have helped shape our lives? - Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? - Do they recognise that the lives of wealthy people were very different from those of poor people? - Can they plot recent history on a timeline using centuries? - Can they place periods of history on a timeline showing

	<ul style="list-style-type: none"> - Can they begin to use more than one source of information to bring together a conclusion about an historical event? - Can they use specific search engines on the Internet to help them find information more rapidly? - an overview of where and when the first civilizations appeared and a depth study of one or more of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. 	<p>periods of time?</p>
--	--	-------------------------

History	Year 5	Year 6
<p>Autumn 1 How We Express Ourselves</p>	<p>Area: Chronological Understanding Historical period/ theme: Silk Road Coverage/Progression:</p> <p><i>Can they use dates and historical language in their work?</i></p> <p><i>Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</i></p> <p><i>Can they use their mathematical skills to work out exact time scales and differences as need be?</i></p> <p><i>Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?</i></p>	<p>Area: Chronological Understanding/Interpretation Historical period/ theme: History of Medicine Coverage/Progression:</p> <p><i>Can they say where a period of history fits on a timeline?</i></p> <p><i>Can they place a specific event on a timeline by decade? Can they say where a period of history fits on a timeline?</i></p> <p><i>Can they place a specific event on a timeline by decade?</i></p> <p><i>Can they place features of historical events and people from past societies and periods in a chronological framework?</i> <i>Can they describe features of historical events and people from past societies and periods they have studied?</i></p> <p><i>Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</i></p> <p><i>Can they pose and answer their own historical questions?</i></p>

<p>Autumn 2 Who We Are</p>	<p>Area: Historical Knowledge History Period/ Theme: History of landmasses and landscape Coverage/Progression:</p> <p><i>Can they use dates and historical language in their work?</i> <i>historical periods; explaining things that have changed and things which have stayed the same?</i></p>	<p>Area: Chronological Understanding/Interpretation Historical period/ theme: History of Medicine Coverage/Progression:</p> <p><i>Can they suggest why certain events, people and changes might be seen as more significant than others?</i></p> <p><i>Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?</i></p> <p><i>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</i></p> <p><i>Can they identify and explain their understanding of propaganda?</i></p> <p><i>Can they place features of historical events and people from past societies and periods in a chronological framework?</i></p>
<p>Spring 1 Sharing The Planet</p>	<p>Area: Knowledge an Interpretation History of Gravity</p> <p>Coverage/Progression: <i>Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?</i></p> <p><i>Can they use dates and historical language in their work?</i></p> <p><i>Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</i></p> <p><i>Can they use their mathematical skills to work out exact time scales and differences as need be?</i></p> <p><i>Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</i></p>	<p>Area: Knowledge and Interpretation Historical period/ theme: Darwin Era/Evolution/Adaptation Coverage/Progression:</p> <p><i>Can they suggest relationships between causes in history?</i></p> <p><i>Can they describe a key event from Britain's past using a range of evidence from different sources?</i></p> <p><i>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</i></p> <p><i>Can they summarise how Britain has had a major influence on world history?</i></p>

Do they appreciate that significant events in history have helped shape the country we have today?

Spring 2
Where We Are In
Place And Time

Area: Historical Understanding

Historical period/ theme:

Coverage/Progression:

Area: Chronological Understanding/Historical Enquiry/Local History

Historical period/ theme: WWII

Coverage/Progression:

Can they say where a period of history fits on a timeline?

Can they place a specific event on a timeline by decade?

Can they place features of historical events and people from past societies and periods in a chronological framework?

Can they suggest relationships between causes in history?

Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?

Can they describe features of historical events and people from past societies and periods they have studied?

Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?

Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?

Can they identify and explain their understanding of propaganda?

Can they describe a key event from Britain's past using a range of evidence from different sources?

Can they suggest why there may be different interpretations of events?

Can they suggest why certain events, people and changes might be seen as more significant than others?

		<p><i>Can they pose and answer their own historical questions?</i></p>
<p>Summer 1 How The World Works</p>	<p>Area: Knowledge and Interpretation</p> <p>Historical period/ theme: British Empire Coverage/Progression:</p> <p><i>Can they test out a hypothesis in order to answer a question?</i></p> <p><i>Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</i></p> <p><i>Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?</i></p> <p><i>Viking raids and invasion</i></p> <p><i>resistance by Alfred the Great and Athelstan, first king of England</i></p> <p><i>further Viking invasions and Danegeld</i></p> <p><i>Anglo-Saxon laws and justice</i></p> <p><i>Edward the Confessor and his death in 1066</i></p> <p><i>the changing power of monarchs (using case studies such as John, Anne and Victoria) and the British Empire</i></p> <p><i>democracy in Britain</i></p> <p><i>a significant turning point in British history, e.g. the Industrial Revolution (Darwinism, Irish potato famine, rationing in the war).</i></p>	<p>Area: Chronological Understanding/Historical Enquiry/Local History Historical period/ theme: WWII Coverage/Progression:</p> <p><i>Can they say where a period of history fits on a timeline?</i></p> <p><i>Can they place a specific event on a timeline by decade?</i></p> <p><i>Can they place features of historical events and people from past societies and periods in a chronological framework?</i></p> <p><i>Can they suggest relationships between causes in history?</i></p> <p><i>Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</i></p> <p><i>Can they describe features of historical events and people from past societies and periods they have studied?</i></p> <p><i>Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</i></p> <p><i>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</i></p> <p><i>Can they identify and explain their understanding of propaganda?</i></p> <p><i>Can they describe a key event from Britain's past using a range of evidence from different sources?</i></p> <p><i>Can they suggest why there may be different interpretations of</i></p>

		<p>events?</p> <p>Can they suggest why certain events, people and changes might be seen as more significant than others?</p> <p>Can they pose and answer their own historical questions?</p>
<p>Summer 2 How We Organise Ourselves</p>	<p>Area: Knowledge and Interpretation Historical period/ theme: Magna Carta Coverage/Progression:</p> <p><i>Can they describe historical events from the different period/s they are studying/have studied?</i></p> <p><i>Can they make comparisons between</i></p> <p><i>historical periods; explaining things that have changed and things which have stayed the same?</i></p> <p><i>Can they explain the role that Britain has had in spreading Christian values across the world?</i></p> <p><i>Can they begin to appreciate that how we make decisions has been through a Parliament for some time?</i></p> <p><i>Do they appreciate that significant events in history have helped shape the country we have today?</i></p> <p><i>Do they have a good understanding as to how crime and punishment has changed over the years?</i></p> <p><i>Do they appreciate how major events have created huge differences to the way medicines and health care were developed?</i></p> <p><i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></p>	<p>Area: A Local History Study and Interpretation Historical period/ theme: Different ancient civilisations/society/occupations Coverage/Progression:</p> <p><i>Can they place features of historical events and people from past societies and periods in a chronological framework?</i></p> <p><i>Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</i></p> <p><i>Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?</i></p> <p><i>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</i></p> <p><i>Can they suggest why there may be different interpretations of events?</i></p> <p><i>Can they suggest why certain events, people and changes might be seen as more significant than others?</i></p> <p><i>Can they pose and answer their own historical questions?</i></p>

Establishing strong roots, developing confident global citizens