

Long Term Plan 2021/22 - History

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic: All About me People Who Help Us	Topic: Light and Dark Celebrations	Topic: Winter Wonderland	Topic: Living Things	Topic: Traditional Tales	Topic: Seaside
	Books: Zog Zog and the Flying Doctors Room on the Broom	Books: Rama and Sita The Gunpowder Plot Owl Babies Kipper's Birthday The First Christmas The Nativity Story	Books: Percy the Park Keeper: One Snowy Night Lost and Found	Books: What the Ladybird Heard I Don't Want to be a Frog We're Going on an Egg Hunt The Easter Story	Books: Jack and the Beanstalk Jasper's Beanstalk The Three Little Pigs The Three Little Wolves and the Big Bad Pig The Three Billy Goats Gruff The Troll	Books: What the Ladybird Heard at the Seaside The Lighthouse Keeper's Lunch The Rainbow Fish Commotion in the Ocean
EYFS	For pupils to develop and understand past events, they will think about themselves and those around them. Using photographs and possibly videos, pupils will begin to understand a family tree and how their family started. Using historical language, such as 'in the past', the pupils will write about how their families/friends looked after them when they were younger, e.g. 'In the past my Mum helped me to get dressed.' 'In the past my Grandma taught me to ride a bike.' The pupils will reflect on their past and how it has changed compared to how they live now.	Pupils will begin to understand The Gunpowder Plot using age-appropriate pictures and short videos to understand the realism of the event. They will discuss and compare how Bonfire Night was previously celebrated in the past and how the pupils celebrate it today with their family and friends. Using accurate, age-appropriate vocabulary, the pupils will sequence the events of The Gunpowder Plot by acting out and performing to their friends what happened. Areas of provision will provide the pupils with the opportunity to write about The Gunpowder Plot as well as create Bonfire pictures to link with this historical theme.	Technology is a crucial part of life for pupils, and it is important that they understand where this technology originated from. The pupils will look at real-life artefacts to gain an understanding of what technology once looked like and how it has developed into what we use today. Historical pictures and videos will also be used to show pupils the realism of technology in the past. The pupils will use a range of different sources to focus in on past adventures to the South Pole and what technology was used the help the explorers to get there. They will discuss how the technology made the journey successful or if they would have changed anything. The pupils will continue to discuss adventures to the South Pole and consider if they were to go on their own adventure. Using their	When gaining an understanding of living things along with the theme of Modern Britain, the pupils will focus on animals that are native to Britain. The pupils will use photographs, videos and possibly their own experiences to speak about squirrels, mice and hedgehogs. They will begin to understand how these animals were introduced historically and how they have remained a popular British animal. The pupils will use prior knowledge to talk about life cycles and how these have been affected by world change. They will discuss if they think life cycles are going to change as we move forward and our present day becomes history.	When looking at traditional tales, the pupils will begin to understand that these tales have been passed down through history and have been enjoyed by many other pupils. They will use communication skills to discuss how people have listened to traditional tales over the years. They will look at images of people listening to them around a fire before people could write. They will compare how they are listening to the tales now and how it is different/similar to the past. Areas of provision will provide pupils with the opportunity to act out folk tales and pretend to listen to them the way they were in the past.	Pupils will delve into the past and begin to understand how the seaside once looked and what people did when they visited the seaside for a holiday. Using their own previous experience, the pupils will discuss past holidays/visits to the seaside and talk about what they did there. The pupils will use past tense language such as: went, did, had and enjoyed. The pupils will research and compare photographs of the seaside then and now. They will discuss the differences they see, but also some of the similarities. The pupils will begin to develop respect for other's opinions when having a whole class discussion about the seaside, and if they think it would be more fun to visit for a holiday in the past or now.

			historical knowledge of technology and the knowledge they have of modern-day technology, they will decide what they need to take on an adventure.			
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Topic: Robin Hood and Dick Turpin	Topic: Bonfire Night and Remembrance	Topic: History of Growing Things in Pontefract	Topic: Changes in technology	Topic: David Attenborough	Topic: Steve Irwin
	Book: But why can't I? The Highway Rat	Book: The Tiger that Came for Tea	Book: The Gruffalo	Book: Rosie Revere Engineer	Book: The Hunter	Book: Rainforest Adventure
	Pupils will use a range of sources to learn about the legendary mythical outlaw Robin Hood and what made him so infamous. Furthermore, pupils will ask and answer questions to feed interpretations about the life of Dick Turpin, debating the pros and cons of the choices he made. Pupils will compare and contrast the two examples of highwaymen using the vocabulary 'and' and 'but'.	Pupils will use a range of primary and secondary sources to learn about the significance of Remembrance Day, exploring briefly the events of WW1. Pupils will ask and answer questions to learn about Guy Fawkes' appearance and items he may have used in 1605, creating an informed interpretation of the world he lived in. Pupils will chronologically organise and arrange a timeline of events to understand the Gunpowder Plot and explain why it happened. Pupils will use well-chosen vocabulary to consolidate their study by verbally retelling (with confidence) the events of the Gunpowder Plot.	Pupils will understand the history of their own locality by learning about Pontefract and looking at the history of Pontefract castle. The pupils will use real-life concepts to understand where liquorice came from and its Pontefract heritage. Pupils will use persuasive features to create a poster for the Liquorice Festival held in Pontefract every year, consistently and correctly using key vocabulary relating to the topic.	Pupils will use photographs and artefacts to learn about technology used in the 1950s, 60s, 70s and 80s. Pupils will use a timeline to compare and contrast modern technology and how it has evolved since the 1950s. Pupils will discuss and develop respect for the opinions of others when debating if they think technology has improved our way of living, or if it is ruining our quality of life.	Pupils will use videos and a range of sources to understand the life of David Attenborough, and explore the changes he has made over his life which have had a positive impact on the planet. Pupils will consolidate by creating a formal letter, including appropriate language, features and facts relating to David Attenborough.	Pupils will use a range of sources to understand who Steve Irwin was, and how/why he became 'The Crocodile Hunter'. Pupils will show empathy towards others when exploring their understanding that Steve Irwin passed away whilst doing what he loved - helping animals. Pupils will complete chronologically organise and order key events on a timeline to consolidate their learning about Steve Irwin.

Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic: Robin Hood and Dick Turpin	Topic: Bonfire Night and Remembrance	Topic: History of Growing Things in Pontefract	Topic: Changes in technology	Topic: David Attenborough	Topic: Steve Irwin
	Book: But why can't I? The Highway Rat	Book: The Tiger that Came for Tea	Book: The Gruffalo	Book: Rosie Revere Engineer	Book: The Hunter	Book: Rainforest Adventure
	<p>Pupils will use a range of sources to learn about the legendary mythical outlaw Robin Hood and what made him so infamous. Pupils should also understand the significance modern media (films and TV) has had on the reputation of Robin Hood and explain whether this has skewed the way people view him. Furthermore, pupils will ask and answer questions to feed interpretations about the life of Dick Turpin, debating the pros and cons of the choices he made. Pupils will compare and contrast the two examples of highwaymen using facts and opinion to create a balanced argument.</p>	<p>Pupils will use a range of primary and secondary sources to learn about the significance of Remembrance Day, exploring briefly the events of WW1. Pupils should also explain why Remembrance Day represents all conflicts, and they should explain what impact the day has on those who are affected by war. Pupils will explore a range of sources and ask and answer questions to learn about Guy Fawkes' appearance and items he may have used in 1605, creating an informed interpretation of what the items may have been used for. Pupils will chronologically organise and arrange a timeline of events to understand the Gunpowder Plot and explain why it happened, exploring the impact it has had on modern Britain and how different life would have been if it had not occurred. Pupils will use well-chosen vocabulary to consolidate what they have learned by performing a playscript using actions to retell the events of the Gunpowder Plot.</p>	<p>Pupils will understand the history of their own locality by confidently investigating Pontefract and exploring the history of Pontefract castle, using a range of primary and secondary sources. The pupils will use real-life concepts to understand where liquorice came from and its Pontefract heritage. They will build upon their own knowledge of historical events by revisiting the Liquorice Festival held in Pontefract. They should be able to confidently justify why the festival is so important to local culture. Pupils will use persuasive features to create a leaflet for the Liquorice Festival held in Pontefract every year, consistently and correctly using key vocabulary relating to the topic.</p>	<p>Pupils will use photographs and artefacts to learn about Technology used in the 1950s, 60s, 70s and 80s. Pupils will use a timeline to compare and contrast modern technology and how it has evolved since the 1950s, using their own examples and ideas to deepen their understanding. Pupils will discuss and develop respect for the opinions of others when debating if they think technology has improved our way of living, or if it is ruining our quality of life. They should include vocabulary appropriate for a balanced argument, such as 'however' and 'also'.</p>	<p>Pupils will use videos and a range of sources to understand the life of David Attenborough, and explore the changes he has made over his life which have had a positive impact on the planet, explicitly stating the difference that he has made. Pupils will consolidate by creating a formal letter, accurately formatted, including appropriate language, features, facts and justified opinions relating to David Attenborough.</p>	<p>Pupils will use a range of sources to understand who Steve Irwin was and how/why he became 'The Crocodile Hunter'. Pupils will show empathy towards others when exploring their understanding that Steve Irwin passed away whilst doing what he loved - helping animals. Pupils will use their knowledge and understanding of Irwin's life to create a fact file, including key events and aspects of his life. Pupils should ensure that this is structured correctly, using headings and bullet points correctly.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Topic: Crime and Punishment		Topic: Mayans		Topic: Egyptians	
	Book: George's Marvellous Medicine	Book: Operation Gadgetman	Book: Homework on Pluto	Book: The Chocolate Tree	Book: The Edible Pyramid	Book: The Explorer
	<p>Pupils will use a range of historical sources to identify different types of crime and punishment and its key themes throughout history, including Anglo-Saxon, Tudor and Roman Britain – discovering how it inspired the British justice system today.</p> <p>Pupils will also compare and contrast between Tudor, Anglo-Saxon and Roman Britain.</p> <p>Pupils will deepen their learning by exploring the Victorians' introduction of crime prevention and its importance to the safety of modern Britain. Pupils will show empathy skills by exploring the thoughts and feelings of a Victorian prisoner.</p> <p>Pupils will then consolidate their learning by chronologically organising and ordering their own timeline including people, places and objects of crime and punishment through the ages: Roman period, Anglo-Saxon period, Tudor period and Victorian period.</p> <p>Pupils will use their understanding of crime and punishment to predict and make inferences on what they believe will happen in the future.</p>		<p>Pupils will use a range of primary and secondary resources, including books and videos, to learn about who the Mayans were. They will create their own chronologically ordered timeline of key events in the Mayan period.</p> <p>Pupils will develop their understanding of astronomy and astrology through identifying key Mayan Gods.</p> <p>Pupils will use key historical terms to observe the importance of calendars to track time, and they will use the number system developed by the Mayans to identify key calendar dates then and now. They will extend their learning by practising the Maya script and exploring how this was used in their culture.</p> <p>As well, pupils will use evidence from past and present to identify the uses of cacao and its importance to Mayan society.</p> <p>Pupils will extend their knowledge of food for human survival by analysing the diet of Mayans, including their growth and consumption of maize and the links to farming today.</p> <p>Pupils will use their learning of Mayan life to make informed decisions about the comparisons between past and present life. They will debate and discuss aspects of their own lives which have been shaped by Mayan culture in 1100BC and draw conclusions as to what a good Mayan life was.</p>		<p>Pupils will learn about who the Ancient Egyptians were and will chronologically order key events on a timeline, beginning with their settlement along the Nile Valley through to the building of pyramids. Pupils will explore what life was like as an Ancient Egyptian, recognising the differences between being a child, slave and pharaoh. They will gain practical experience to understand mummification, learning what was used to preserve and how wealth affected mummification of a body. Further learning will focus on Tutankhamun, observing a range of primary and secondary sources, asking and answering questions about artefacts.</p> <p>Pupils will compare and contrast communication in Ancient Egypt and today. They will link previous learning about Maya script to hieroglyphs, written to record and communicate, including between our 26-letter alphabet and the 700+ hieroglyphs used by Egyptians.</p> <p>Pupils will use their research and fact-finding skills to explore the life of Cleopatra and her significance to Ancient Egypt as an influential female figure.</p>	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	Topic: Crime and Punishment		Topic: Mayans		Topic: Egyptians	
	Book: George's Marvellous Medicine	Book: Operation Gadgetman	Book: Homework on Pluto	Book: George's Marvellous Medicine	Book: Operation Gadgetman	Book: Homework on Pluto
	<p>Pupils will use a range of historical sources to identify different types of crime and punishment and its key themes throughout history, including Anglo-Saxon, Tudor and Roman Britain – discovering how it inspired the British justice system today. Pupils will also compare and contrast between Tudor, Anglo-Saxon and Roman Britain, making an informed decision about which historical period they would have enjoyed the most. Pupils will deepen their learning by exploring the Victorians' introduction of crime prevention and its importance to the safety of modern Britain. Pupils will show empathy skills by exploring the thoughts and feelings of a Victorian prisoner, confidently referring to key events at the time and using appropriate vocabulary of the period.</p> <p>Pupils will then consolidate their learning by organising and ordering their own timeline including people, places and objects of crime and punishment through the ages: Roman period, Anglo-Saxon period, Tudor period and Victorian period, explaining their own opinion of each. Pupils will use their understanding of crime and punishment, as well as using historical evidence, to predict and make inferences on what they believe will happen in the future.</p>		<p>Pupils will use a range of resources including books and videos to learn about who the Mayans were. They will create their own chronologically ordered timeline of key events in the Mayan period, explaining the importance of each event.</p> <p>Pupils will develop their understanding of astronomy and astrology through identifying key Mayan Gods and explain why it was so important to their culture.</p> <p>Pupils will confidently use key historical terms to observe the importance of calendars to track time, and use the number system developed by the Mayans to identify key calendar dates past and present. They will extend their learning by practising the Maya script and explain how this was used in their culture.</p> <p>As well, pupils will use evidence from past and present to identify the uses of cacao and its importance to Mayan society.</p> <p>Importantly, pupils will extend their knowledge of food for human survival by analysing the diet of Mayans, including their growth and consumption of maize and the links to farming today.</p> <p>Pupils will use their learning of Mayan life to make informed decisions about the comparisons between life then and now. They will evaluate the reliability of evidence to debate and discuss aspects of our lives which have been shaped by Mayan culture in 1100BC, and they will draw conclusions as to what a good Mayan life was.</p>		<p>Pupils will learn about who the Ancient Egyptians were and will order key events on a timeline, beginning with their settlement along the Nile Valley through to the building of pyramids. Pupils will explore what life was like as an Ancient Egyptian, recognising the differences between being a child, slave and pharaoh. They will work in groups to discuss and formulate their own opinions on the similarities and differences. They will also gain practical experience to understand mummification, learning what was used to preserve and how wealth affected mummification of a body.</p> <p>Further learning will focus on Tutankhamun, observing, asking and answering questions about artefacts, justifying why they believe he is such a famous figure in Egyptian history.</p> <p>Pupils will compare and contrast communication in Ancient Egypt and today, evaluating the effectiveness of systems. They will link previous learning about Maya script to hieroglyphs, written to record and communicate, including between our 26-letter alphabet and the 700+ hieroglyphs used by Egyptians. Pupils should justify which system of writing they find the most useful.</p> <p>Pupils will use their research and fact-finding skills to explore the life of Cleopatra and her significance to Ancient Egypt as an influential female figure. They will evaluate how the role of a female figure has changed over time and how Cleopatra aides this transformation</p>	

Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic: Thematic study of Space</p>		<p>Topic: Early Islamic Civilization</p>		<p>Topic: Victorians</p>	
	<p>Book: Cosmic</p>		<p>Book: The Boy at the Back of the Class</p>		<p>Book: Cogheart</p>	
	<p>Pupils will create a chronological timeline of significant events beginning with the space race (1955-1969) leading up to the first man on the moon. Pupils will explore technology (such as the computer) and the origins and advancements made, and explain how this development aided the ability for space travel through reasoned discussion. Pupils will research Tim Peake and Helen Sharman and explore what role they played in space travel, producing a detailed biography based on their life. Pupils will use a range of sources to understand how the moon landings happened, who was involved and what effect this had on the world around them. Pupils will compare and contrast Richard Branson and Elon Musk's rivalry for the future of space travel, collating information using the Cornell Notes method. Pupils will then decide which company they would want to be an ambassador for and create a persuasive piece of writing to defend their decision. Pupils will use key facts and vocabulary to collate all of the information they have studied to complete a debate which answers the key FAT question of the subject.</p>		<p>Pupils will create a chronological timeline to learn about the importance of Baghdad, and they will be able to sequence the significant events that took place while the Islamic culture flourished. Pupils will also explore the significance of the 'House of Wisdom' and what happened there. Pupils will create an information text to reflect the importance of the House of Wisdom, including key events, such as the siege of Baghdad which led to the demise of the 'House of Wisdom'. In addition to this, pupils will deepen their learning of Islamic medicine by comparing and contrasting early Islamic discoveries during the Middle Ages to European discoveries. They will generate balanced arguments to explain the benefits and drawbacks of each. Pupils will build on their empathy skills by creating a diary extract from a refugee's perspective, including the first four caliphs of the Islamic community. Pupils will practise writing in the styles of early Islamic civilisation. Pupils will use a range of primary and secondary sources to learn about modern day Syria, drawing comparisons to the four caliphs of early Islamic civilization. Pupils will write a persuasive argument to convey their understanding of whether changes to power and trade in modern Syria have brought about positive change or not.</p>		<p>Pupils will create a timeline of significant events during the Victorian era which had led to discoveries which shaped our current world. Pupils will research and examine the life and significance of Queen Victoria within the monarchy, creating a fact file based on achievements and contributions to British history. They will explore beliefs, behaviour and characteristics of people with the aim of understanding that not everyone shares the same views. They will make comparisons between Queen Victoria and Queen Elizabeth II (modern day) who also had the right to the throne. Pupils will use varied research tools to explore which inventions came from the Victorians. They will identify and evaluate the inventions made in a modern-day historical period and explain the Victorian's impact on technology, transport and industry, exploring the importance of the Great Exhibition and the impact it had upon society at the time. Furthermore, pupils will learn about the Industrial Revolution, how it took place and explain how it helped shaped the way people lived their lives afterwards. Pupils will create a diary entry from the point of view of a labourer working on a steam train during the Industrial Revolution, exploring what they would have to do in their job role and their thoughts and feelings about this. Pupils will build on prior knowledge to understand more about the life of Victorian child and compare and contrast this to their own childhood and explain the changes that have occurred.</p>	

Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic: Thematic study of Space</p>		<p>Topic: Early Islamic Civilization</p>		<p>Topic: Victorians</p>	
	<p>Book: Cosmic</p>		<p>Book: The Boy at the Back of the Class</p>		<p>Book: Cogheart</p>	
	<p>Pupils will create a chronological timeline of significant events beginning with the space race (1955-1969) leading up to the first man on the moon. Pupils will use comparative skills to identify its place within other historical events.</p> <p>Pupils will explore technology (such as the computer) and the origins and advancements made and explain how this development aided the ability for space travel through reasoned and balanced discussion, using cohesive devices.</p> <p>Pupils will research (using various sources) Tim Peake and Helen Sharman and explore what role they played in space travel, producing a detailed biography based on their life including: relative clauses, fronted adverbials of time and cohesive devices to structure their biography clearly.</p> <p>Pupils will use a range of sources to understand how the moon landings happened, who was involved and what effect this had on the world around them.</p> <p>Pupils will compare and contrast Richard Branson and Elon Musk's rivalry for the future of space travel, collating information using the Cornell Notes method. They should explain why space travel is important and what impact these two figures will have. Pupils will then decide which company they would want to be an ambassador for and create a persuasive piece of writing to defend their decision, using a range of rhetorical devices.</p> <p>Pupils will use key facts and vocabulary to collate all of the information they have studied to complete a debate which answers the key FAT question of the subject.</p>		<p>Pupils will create a chronologically ordered timeline to learn about the importance of Baghdad, and they will be able to sequence the significant events that took place while the Islamic culture flourished. Pupils will also evaluate the importance of the 'House of Wisdom' and what happened there. Pupils will create a detailed and structured information text to reflect the importance of the House of Wisdom, including key events such as the siege of Baghdad which led to the demise of the 'House of Wisdom' and the effect this had on their culture.</p> <p>Pupils will deepen their learning of Islamic medicine by comparing and contrasting early Islamic discoveries during the Middle Ages to European discoveries. Using a range of cohesive devices, they will generate balanced arguments to explain the benefits and drawbacks of each, coming to a final decision on which they think had the most benefit.</p> <p>Pupils will build on their empathy skills by discussing and using emotive language to create an empathetic diary extract from a refugee's perspective, including the first four caliphs of the Islamic community. Pupils will practise writing in the styles of early Islamic civilisations, noting the importance this had on their community. Pupils will use a range of primary and secondary sources to learn about modern day Syria, drawing comparisons to the four caliphs of early Islamic civilization. Pupils will write a persuasive argument to convey their understanding of whether changes to power and trade in modern Syria have brought about positive change or not.</p>		<p>Pupils will create a chronologically ordered timeline of significant events during the Victorian era which had led to discoveries which shaped our current world.</p> <p>Pupils will research and examine the life and significance of Queen Victoria within the monarchy, creating a fact file based on evaluating her significant achievements and contributions to British history. They will explore beliefs, behavior and characteristics of people with the aim of recognising that not everyone shares the same views.</p> <p>They should make comparisons between Queen Victoria to Queen Elizabeth II (modern day) who also had the right to the throne.</p> <p>Pupils will independently use research tools to explore which inventions came from the Victorians. They will identify and evaluate the inventions made in the Victorian historical period and explain the Victorian's impact on technology, transport and industry, exploring the importance of the Great Exhibition and the impact it had upon society at the time, making judgements about how different classes would have reacted different ways.</p> <p>Furthermore, pupils will learn about the Industrial Revolution, how it took place and evaluate how it shaped the way people lived their lives afterwards (evaluating Queen Victoria's response to this). They should understand the impact this had upon the geography of Britain and explore how life would have been different without it. Pupils will create a diary entry of a labourer working on a steam train during the Industrial Revolution and explore whether the emotional strain on individuals was worth the economic gain for Britain.</p> <p>Pupils will build on prior knowledge to understand more about the life of Victorian child and compare and contrast this to their own childhood through an extended piece of writing, such as a diary entry from both perspectives or a comparative essay.</p>	