



## Long Term Plan - History

	End of KS1	End of Lower KS2	End of Upper KS2
<b>To investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>• Handle and use sources of evidence to make observations and simple comparisons</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago? Why did this event occur? What happened after the event? Why did people/someone act like they did? Would it be the same today?</li> <li>• Understand some ways we find out about the past</li> <li>• Understand and show how the past has been represented</li> </ul>	<ul style="list-style-type: none"> <li>• Handle and use Primary and Secondary sources to find out about a period studied in order to make comparisons and find out information about the past</li> <li>• Use a range of sources/evidence to build up a picture of the past, beginning to evaluate the usefulness of the source/s</li> <li>• Describe different accounts of a historical event, explaining the reasons why the accounts may differ</li> <li>• Suggest causes and consequences of some of the main events and changes in history</li> <li>• Ask questions such as: What was (<i>historical focus</i>) like at an earlier time in history? How has (<i>historical focus</i>) changed for stayed the same during or since the period studied? What caused the (<i>historical focus</i>) and what consequences of (<i>historical focus</i>) can we still see today in Britain? Why was such an event see as significant after the time? Why is this period in history seen as significant to Britain now?</li> </ul>	<ul style="list-style-type: none"> <li>• Handle and use a range of source and begin to identify Primary and Secondary sources. Start to compare accounts of events form using different sources.</li> <li>• Bring knowledge together to construct an informed response, giving some reasons for different versions of events</li> <li>• Analyse a wide range of evidence in order to justify claims about the past</li> <li>• Be aware that different evidence will lead to different conclusions, some evidence/authors may be persuading or giving a specific viewpoint</li> <li>• Understand that no single source of evidence gives the full answer to questions</li> <li>• Ask questions such as: How has (<i>historical focus</i>) developed or continued over time? Evaluate why some things have remained the same over several periods of history. How did political changes in a period result in social and cultural changes? What were the short and long-term consequences of (<i>historical focus or event</i>)?</li> </ul>



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<p><b>To build an overview of world history</b></p>	<ul style="list-style-type: none"> <li>• Describe historical events</li> <li>• Describe significant people from the past</li> <li>• Recognise that there are reasons why people in the past acted as they did</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history</li> <li>• Give a broad overview of life in Britain from ancient until medieval times</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts time</li> <li>• Compare some of the times studied with those of the other areas of interest around the world</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<p><b>To understand chronology</b></p>	<ul style="list-style-type: none"> <li>• Sequence 3 or 4 artefacts/events/sources and sequence events within lifetime on a simple time line</li> <li>• Label time lines with words/pictures or phrases such as: past, present, older and newer</li> <li>• Talk about changes that have occurred in their own lives</li> <li>• Use dates where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events on a time line using dates, for people and events beyond living memory</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line</li> <li>• Use dates and terms to describe events</li> </ul>	<ul style="list-style-type: none"> <li>• Place key events from current period of study on a time line and make comparisons within or across another period of time. Ensure time lines use relevant and more complex dates. Summarise and evaluate the timeline.</li> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change</li> </ul>



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			<ul style="list-style-type: none"> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line</li> <li>• Use dates and terms accurately in describing events</li> </ul>
<b>To communicate historically</b>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, years, decades, centuries, similar, difference, affect and cause when talking about and writing about the past</li> <li>• Show an understanding of the concept of nation and a nation's history</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary when talking about and writing about the past. Vocabulary to include: dates, time period, era, change, chronology, similar, difference, significant, impact, interpret, affect, cause, generation, proceed, decade and source</li> <li>• Use literacy and numeracy to high standard when communicating information about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary when talking about and writing about the past. Vocabulary to include: dates, time period, era, chronology, continuity, change, century, decade, legacy, significant, impact, interpret, affect, cause, generation, proceed, decade, source, unify, attribute, perceive, media, relevant, primary, secondary and successor</li> <li>• Use literacy and numeracy to an exceptional standard when communicating information about the past</li> <li>• Use original and creative ways to present information and ideas</li> </ul>
<b>Vocabulary</b>	<p><b>Understand and use:</b></p> <p>period, significant, impact, affect, cause, perceive, successor, generation, decade, similar, difference, interpret, proceed, media, concept</p>	<p><b>Understand and use:</b></p> <p>period, significant, impact, affect, cause, perceive, successor, generation, decade, similar, difference, interpret, proceed, media, concept, (into writing) duration, considerable, relevant, document, legislate, sources, impact, justify, derive, deduce, primary, secondary</p>	<p><b>Understand and use:</b></p> <p>period, significant, impact, affect, cause, perceive, successor, generation, decade, similar, difference, interpret, proceed, media, concept, duration, considerable, relevant, document, legislate, sources, impact, justify, derive, deduce, primary, secondary (into writing) coincide, unify, concept,</p>



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