

| Kingswood History Journey - Long Term Plan SEPTEMBER 2023 - 2024 |   |  |  |  |   |   |  |  |
|--|---|--|--|--|---|---|--|--|
| Year   | Concepts  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   | NC End Points  |
| EYFS   | <p><b>Chronology</b> - timelines and sequencing events but understanding how those sequences can be traced back to each other. In other words, periods of time they have previously studied, not just a generic timeline of history.</p> <p><b>Change and Continuity</b> – similarities and differences within times as well as across periods.</p>   | Who lives at your house? Who helps you? What do your family enjoy doing together? Have you visited anywhere special?   | Fairy tale characters, who are goodies who are baddies?<br>Where do these characters live?<br><br>Traditional tales<br>Princess Smarty Pants<br><br>Similarities/differences Celebrating special times<br><br>Talk about celebrations of Halloween/ fireworks/ Diwali/ Birthdays/Christmas<br>Perform the Nativity | looking at the changes that take place during winter<br><br>Live footage of the North and south poles.<br><br>Talk about the differences in different environments the Poles/Australia | Differences between countries and other cultures<br><br>Respecting other cultures different to our own<br><br>Traditional outdoor games played by African children e.g. Hopscotch, leap frog, hoops, clapping games and skipping rope games.<br><br>Different houses in Africa talk about any similarities and differences to those the children live in.<br>African schools, environment, people etc.. again talk about similarities and differences | Changes over time - Watching a caterpillar grow into a butterfly comparing the differences of a chick growing   | Different sand sculptures and castles, with damp sand in a tuff spot tray encourage the children to make their own   | <p><b>Past and Present</b><br/>Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities</b><br/>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class<br/>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts</p> |
| Year 1   | <p><b>Characteristic features</b> – how we recognize the defining features of a period or event through physical features, such as dress, architecture, transport and the ideas that shape the period.</p>  |  | <p><b>Longitudinal Study – Community and family</b><br/><b>Change and continuity</b></p> <p>How has my family changed over time?</p>   |  | <p><b>Homes through time</b><br/><b>Similarity &amp; Difference</b></p> <p>How have homes changed through time?</p>   |   | <p><b>History of Transport</b><br/><b>Change and continuity</b></p> <p>How has travel changed over time?</p>   | Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world  |
| Year 2   | <p><b>Cause and consequence</b> – why thing happened and the effect that these events then provoked.</p>  | <p><b>Explorers</b><br/><b>Similarity &amp; Difference</b></p> <p>How were the expeditions of Sacagawea and Michael Collins different</p>                      |  | <p><b>The Great Fire of London</b><br/><b>Historical Significance</b></p> <p>Why do we call the Great Fire of London great?</p>  |   | <p><b>Walter Tull – a legacy</b><br/><b>Historical Significance</b></p> <p>What impact did Walter Tull have on the UK?</p>                                    |  |  |
| Year 3   | <p><b>Counterargument or historical interpretation</b> – an awareness that there can be different versions of the same event, that history is about fact, bias and point of view.</p>   |  | <p><b>Ancient Egypt</b><br/><b>Causation</b></p> <p>Study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one</p>  |  | <p><b>Ancient Greece</b><br/><b>Historical Significance</b></p> <p>How did the Ancient Greeks change the way we think today?</p>  |   | <p><b>Prehistoric Britain</b><br/><b>Similarity &amp; difference</b></p> <p>How was life in a prehistoric settlement different to today?</p>   | Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind  |
| Year 4   | <p><b>Skills</b><br/><b>Enquiry</b> – history is all about investigation</p> <p><b>Evidence</b> – how we rely on sources of evidence.</p>   | <p><b>Roman Empire</b><br/><b>Change &amp; continuity</b></p> <p>How did the Roman Empire change over time?</p>  |  | <p><b>Roman Empire in Britain</b><br/><b>Causation</b></p> <p>How did the Romans keep control of Britain?</p>  |   | <p><b>Mayans</b><br/><b>Similarity &amp; difference</b></p> <p>How was life similar for Mayans and Ancient Greeks?</p>  | Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’<br><br>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses |  |
| Year 5   | <p><b>Evaluation</b> – select and combine information and investigate vias.</p> <p><b>Organise and communicate</b> – historical understanding can be shown through image, discussion and debate, diagrams and tables, drama and dance as well as written tasks.</p>   |  | <p><b>Early Islamic Civilisation</b><br/><b>Causation</b></p> <p>Study of the achievements of an empire outside of Europe</p>  |  | <p><b>Settlement by Anglo-Saxons</b><br/><b>Similarity &amp; difference</b></p> <p>What can we learn about Anglo-Saxons from what we see today?</p>   |   |  | <p><b>Viking Invasions</b><br/><b>Causation</b></p> <p>Why do Vikings have a violent reputation, and do they deserve it?</p>   |
| Year 6   |   | <p><b>Longitudinal study - The Victorians</b><br/><b>Change &amp; continuity</b></p> <p>Is it fair for the Victorian period to be call ‘The Golden Years?’</p> |  | <p><b>The World at War</b><br/><b>Causation</b></p> <p>Why did the world go to war and what impact did this have on the world?</p>   |   | <p><b>Longitudinal study: power, empire and democracy</b><br/><b>Change &amp; continuity</b></p> <p>How have people’s rights in Europe changed over time?</p> |  | Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed   |
| KS3 NC Aims  | <ul style="list-style-type: none"><li>♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li><li>♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li><li>♣ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li><li>♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li><li>♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li><li>♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li></ul> |  |  |  |   |   |  |  |