

History Long Term Curriculum Plan KS1

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	I can explain how I have changed since I was born.	I can use words and phrases like; old, new and a long time ago. I can spot old and new things in a picture.	I can explain how some people have helped us to have better lives.	I can recognise that some objects belonged to the past.	I can explain what an object from the past might have been used for.	I can ask and answer questions about old and new objects.

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2	I can give examples of things that were different when my grandparents were children.	I can use words and phrases like; before, after, past, present, then and now.	I can find out things about the past by talking to an older person.	I can research the life of a famous person from the past using different sources of evidence.	I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier.	I can answer questions using books and the internet.

The KS2 curriculum will be on a three-year rolling cycle where the topic will change every year for three years.

National Curriculum coverage/ Topic
KPI's

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3, 4, 5, 6	<p><u>Cycle 1 - 2019-2020</u></p> <p>Changes to Britain from the Stone Age to the Iron Age - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</p>	<p><u>Cycle 1 - 2019-2020</u></p> <p>The Roman Empire and its impact on Britain - Successful invasion by Claudius and conquest, including Hadrian's wall.</p>	<p><u>Cycle 1 - 2019-2020</u></p> <p>Britain's settlement by Anglo-Saxons and Scots. - Scots invasions from Ireland to North Britain (now Scotland)</p>	<p><u>Cycle 1 - 2019-2020</u></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Viking raids and invasion.</p>	<p><u>Cycle 1 - 2019-2020</u></p> <p>A local History study.- a depth study linked to one of the British areas of study taught in previous terms.(Romans)</p>	<p><u>Cycle 1 - 2019-2020</u></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - The changing power of monarchs using case studies such as John, Anne and Victoria.</p>
	<p><u>Cycle 2 - 2020-2021</u></p> <p>Dinosaurs and Early Man (Stone Age)</p>	<p><u>Cycle 2 - 2020-2021</u></p> <p>The Achievements of the earliest civilisation – an overview of where and when the first civilisation appeared and a depth study – Ancient Egypt</p>	<p><u>Cycle 2 - 2020-2021</u></p> <p>The Vikings and Anglo-Saxon struggle for the Kingdom of time of Edward the Confessor</p>	<p><u>Cycle 2 - 2020-2021</u></p> <p>Britain's settlement by Anglo-Saxons and Scots – Early fortresses / Castles</p>	<p><u>Cycle 2 - 2020-2021</u></p> <p>A Local History Study – The Victorians</p>	<p><u>Cycle 2 - 2020-2021</u></p> <p>Theme in British History – Crime and Punishment (from Anglo-Saxons to Present)</p>
	<p><u>Cycle 3 2021-2022</u></p> <p>Ancient Greece</p>	<p><u>Cycle 3 2021-2022</u></p> <p>A non-European society that provides contrasts with British history – Mayan civilisation</p>	<p><u>Cycle 3 2021-2022</u></p> <p>The Plague</p>	<p><u>Cycle 3 2021-2022</u></p> <p>Tudors</p>	<p><u>Cycle 3 2021-2022</u></p> <p>A Local History Study – World War Two</p>	<p><u>Cycle 3 2021-2022</u></p> <p>Theme in British History – Medicine (from Anglo-Saxons to Present)</p>

		I can explain some of the times when Britain has been invaded.	I can use a timeline within a specific period of history to set out the order that things may have happened.	I can explain some of the times that Britain has been invaded.	I can research in order to find similarities and differences between two or more periods of history.	
		I can use a timeline within a specific period of history to set out the order that things may have happened.	I can use research to find answers to specific historical questions.	I can use research to find answers to specific historical questions.		
				I can use a timeline within a specific period of history to set out the order that things may have happened.		

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4	I can use mathematical skills to round up time differences into centuries and decades. Ongoing.	I can use mathematical skills to round up time differences into centuries and decades. Ongoing.	I can use mathematical skills to round up time differences into centuries and decades. Ongoing.	I can use mathematical skills to round up time differences into centuries and decades. Ongoing.	I can use mathematical skills to round up time differences into centuries and decades. Ongoing.	I can use mathematical skills to round up time differences into centuries and decades. Ongoing.
	I can plot events on a timeline using centuries. Ongoing.	I can plot events on a timeline using centuries. Ongoing.	I can plot events on a timeline using centuries. Ongoing.	I can plot events on a timeline using centuries. Ongoing.	I can research two versions of an event and explain how they differ.	I can research what it was like for children in a given period of history and present my findings to an audience
		I can explain how historical items and artefacts can be used to help build up a picture of life in the past.	I can explain how historical items and artefacts can be used to help build up a picture of life in the past.	I can explain how historical items and artefacts can be used to help build up a picture of life in the past.		I can explain how the lives of wealthy people were different from the lives of poorer people.

		I can explain how an event from the past has shaped life today.	I can explain how an event from the past has shaped life today.	I can explain how an event from the past has shaped life today.		
			I can research two versions of an event and explain how they differ.	I can research two versions of an event and explain how they differ.		

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5	I can use a timeline with different historical periods showing key historical events or lives of significant people.	I can use a timeline with different historical periods showing key historical events or lives of significant people.	I can use a timeline with different historical periods showing key historical events or lives of significant people.	I can use a timeline with different historical periods showing key historical events or lives of significant people.	I can compare two or more historical periods; explaining things which changed and things which stayed the same.	I can describe how crime and punishment has changed over a period of time.
		I can explain how Parliament affected decision making in England.	I can describe how crime and punishment has changed over a period of time.	I can describe how crime and punishment has changed over a period of time.	I can explain how our locality has changed over time.	
			I can test out a hypothesis in order to answer questions.	I can test out a hypothesis in order to answer questions.		

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6	I can summarise the main events from a period of history, explaining the order of events and what happened. Ongoing.	I can summarise the main events from a period of history, explaining the order of events and what happened. Ongoing.	I can summarise the main events from a period of history, explaining the order of events and what happened. Ongoing.	I can summarise the main events from a period of history, explaining the order of events and what happened. Ongoing.	I can summarise the main events from a period of history, explaining the order of events and what happened. Ongoing.	I can summarise the main events from a period of history, explaining the order of events and what happened. Ongoing.
	I can place features of historical events and people from the past societies and periods in a chronological framework. Ongoing.	I can place features of historical events and people from the past societies and periods in a chronological framework. Ongoing.	I can place features of historical events and people from the past societies and periods in a chronological framework. Ongoing.	I can place features of historical events and people from the past societies and periods in a chronological framework. Ongoing.	I can place features of historical events and people from the past societies and periods in a chronological framework. Ongoing.	I can place features of historical events and people from the past societies and periods in a chronological framework. Ongoing.
		I can summarise how Britain has had a major influence on the world.	I can describe features of historical events and way of life from periods I have studied; presenting to an audience.	I can describe features of historical events and way of life from periods I have studied; presenting to an audience.	I can summarise how Britain has had a major influence on the world.	I can identify and explain propaganda.
		I can describe features of historical events and way of life from periods I have studied; presenting to an audience.	I can summarise how Britain may have learnt from other countries and civilisations (historical and more recently.)	I can summarise how Britain may have learnt from other countries and civilisations (historical and more recently.)	I can identify and explain differences, similarities and changes between different periods of history.	
		I can describe a key event from Britain's past using a range of evidence from different sources.				

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7	I can interpret simple information from Primary and Secondary sources.	I can identify simple changes in the past.	I can identify a few reasons why something has happened and/or the consequences of this.	I recognise that sources provide me with information in a variety of formats.	I can briefly describe people or events.	I can identify possible reasons for the importance of events/people in the past.
	I have a simplistic understanding of interpretations.	I can make use of basic key terms within my written work.	I can make simple references to sources.	I can recognise that events can be looked at and interpreted in different ways.	My responses to questions are generalised.	I can decide about whether to trust an information source.
	I am using key words, specific dates and names with some chronological accuracy.			I can recognise that there are links between events and the resulting consequences.		

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8	I can use key words, dates and name with accuracy.	I can identify and describe changes and continuities.	I can explain, using some detail, one reason for an event happening and/or explain one consequence of an event.	I can explain the links between events and the following consequences.	I can briefly describe people or events in more detail.	I can explain, using some detail, possible reasons for the importance of events/people in the past.
	I can show an understanding and identify Primary and Secondary evidence sources.	I can use key terms with good effect in my written work.	I can make good use of resources and demonstrate this in my written work.	I recognise that different information sources provide me with information and am aware of bias.	My responses to questions are simple and have some secure links.	I can identify whether sources are reliable and for what purpose the information source came from.

	I understand interpretations and offer some development within my explanation.			I can explain why events may be looked at and interpreted in different ways.		
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9	I can use key words, dates and names with accuracy and use these to support descriptions.	I can describe changes and continuities across a period.	I can explain, using accurate detail, more reasons for an event happening and/or consequences of an event.	I can explain using detail the links between events and the following consequences.	I can explain people or events in depth using specialist vocabulary.	I can identify historically significant people, events or changes and can give reasons why they are important.
	I can define and identify Primary and Secondary sources.	I can use a wide range of key terms with good effect in my written work.	I can explain using detail why events may be looked at and interpreted in different ways, offering my opinion.	I can make inferences from different sources and understand that sometimes sources may be bias.	My responses to questions provide some description and explanations.	I can use a wider range of Primary and Secondary information sources and can decide as to their reliability dependent upon the task.
	I can provide an explanation of different interpretations and can critically analyse by offering explanations using some detail.		I can confidently make use of resources and use these with fluidity within my written work.			