

# St Bede's RC VA Primary School: History Long Term Plan



Year	Autumn	Spring	Summer
<p>1</p> <p>Cycle B</p>	<p><b>I'm making History!</b></p> <p><b>NC ref: changes within living memory</b></p> <p><b>Focus:</b> Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.</p> <p><b>Suggestion:</b> My timeline, family history, investigating Christmas now and in the past.</p> <p><b>Key Skills Covered:</b></p> <p><b>Chronology</b> – develop an awareness of the past, begin to use dates, show where people and events fit into a chronological framework.</p> <p><b>Historical terms</b> – begin to use a vocabulary of historical terms such as recently, younger, years, decade</p> <p><b>Enquiry</b> – ask questions about events, begin to understand some ways we find out about the past</p> <p><b>Interpreting History Continuity and Change</b> – discuss change in as aspect of life</p> <p><b>Causation Similarity and difference</b> – identify similarities and differences between ways of life in different periods.</p> <p><b>Significance</b> – talk about what was important at a particular time</p> <p><b>Key vocabulary:</b></p> <p>The past clues timeline date before after memory photograph story source interview</p>	<p><b>History detectives – spot the differences!</b></p> <p><b>NC Ref:</b> changes within living memory, places in locality</p> <p><b>Focus:</b> Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.</p> <p><b>Suggestion:</b> local history enquiry, toys/ phones/ transport now and then.</p> <p><b>Key Skills Covered:</b></p> <p><b>Developing Historical Knowledge</b> – develop an awareness of the past, begin to use simple dates, show where people and events fit into a basic chronological framework. Begin to use a vocabulary of historical terms such as old, new, recently, younger, years, decade, and century, long ago.</p> <p><b>Explain/ analyse second order concepts</b> – this unit has a strong focus on the concepts of change, continuity, basic similarity and difference comparison.</p> <p><b>Primary source use</b> - ask questions about sources and artefacts, begin to understand some ways we find out about the past from objects/ buildings in the historic environment.</p> <p><b>Key vocabulary:</b></p> <p>Chimney, window, post box, doors, street names, roof, tile, thatch, brick, stone, materials, design, modern, Sixties, Fifties, Pre War, Edwardian, Victorian, century, decade, technology, architecture, home, house, bungalow, flats</p>	<p><b>Who has helped make History?</b></p> <p><b>NC ref:</b> Significant individuals in the past, local significant individuals</p> <p><b>Focus:</b> use of historical interpretations, chronology over a longer period, thinking about historical significance.</p> <p><b>Suggestion:</b> Grace Darling, Timothy Hackworth, Tim Peake, The Queen, Captain Scott, Neil Armstrong.</p> <p><b>NB: the planning provided covers Beatrix Potter or Norman Cornish – person studied to be decided and plan to be amended</b></p> <p><b>Key Skills Covered:</b></p> <p><b>Historical knowledge</b> – Chronological development from living to beyond living memory with key terms, features of rural life in the period. Beginning to think about simultaneous events/ people. Using information texts to gather historical knowledge.</p> <p><b>Explain/ analyse second order concepts</b> – begin to consider significance as impact rather than well known, this will link to a consideration of consequences. Comparison of features of life beyond living memory with modern life will support development of understanding of work on similarity and difference.</p> <p><b>Primary source use</b> – Use of primary source photographs, simple written sources to observe, describe and infer.</p> <p><b>Key vocabulary:</b></p> <p>(Beatrix Potter) Victorian, Edwardian, Twentieth Century, Nineteenth Century. Individual, effect, change. Author, rural, birth certificate, Lake District, home, work, farming, conservation.</p> <p>(Norman Cornish) Twentieth Century, birth certificate, 1950s, individual, effect, change. miner, artist, painting, drawing, Spennymoor, The Settlement, sketching club, advice, determination, succeed, Miners' Gala mural, Durham Coalfield</p>

<p>2  Cycle A</p>	<p><b>Why are some places special?</b>  <b>NC ref:</b> Significant places in own locality  <b>Focus:</b> Thinking about historical significance, using primary sources.  <b>Suggestion:</b> Special places in the area visit and enquiry– cathedral etc.</p> <p><b>Key Skills Covered:</b></p> <p><b>Knowledge:</b> Chronology, develop an awareness of the past, begin to use dates, show where people and events fit into a chronological framework. Historical terms – begin to use a vocabulary of historical terms such as recently, younger, years, decade, century, long ago.  <b>Explain/ analyse key concepts:</b> significance – talk about important places and why they were built  <b>Use of primary sources for an enquiry</b> – ask questions about events, begin to understand some ways we find out about the past, use a wider range of sources, communicate findings and use the historic environment</p> <p><b>Key Vocabulary:</b></p> <p>timeline place century long age recent church cathedral castle mine</p>	<p><b>Fantastic Firsts</b>  <b>NC ref:</b> events beyond living memory that are significant globally or nationally  <b>Focus:</b> Chronology over longer timeframe, comparing events, writing about significance.  <b>Suggestion:</b> inventions, special events – moon landing, electricity, first train etc.</p> <p><b>Key Skills Covered:</b></p> <p><b>Developing Historical Knowledge:</b> ranging over the chronology, knowledge of events and inventions of national/ global significance beyond living memory. To give this unit coherence and allow comparison/ insight into different aspects of life, the focus is on 'firsts'. E.g. first pupils in the school, first person on the moon, first train, first flight, women's first vote, first movie, first telephone, first computer....  <b>Explaining/ Analyse second order concepts:</b> nature of change, consequences/ effects of changes, significance of events and/or people.  <b>Use of primary sources:</b> use of artefacts, photographs, basic written sources where available  <b>Interpretations/ representations of the past:</b> identifying differences between primary source and a modern representation of an event.</p> <p><b>Key Vocabulary:</b></p> <p>century inventor invention significance</p>	<p><b>All change? Holidays now and then</b>  <b>NC ref:</b> Changes within living memory and beyond. Significant places in our own locality.  <b>Focus:</b> Identifying and writing about change and its causes. Forming an interpretation, use of primary sources  <b>Suggestion:</b> Compare holidays now and 1950s and Victorian.</p> <p><b>Key Skills Covered:</b></p> <p><b>Developing Historical Knowledge:</b> social and cultural history, 1950s era, Victorian era features of life. Chronological range and language of decade and century.  <b>Explaining/ Analyse second order concepts:</b> change, similarity and difference  <b>Use of primary sources:</b> photographs, film, accounts of holidays  <b>Interpretations/ representations of the past:</b> pupils build their own representation of holidays in the past.</p> <p><b>Key Vocabulary:</b></p> <p>holiday bank holiday leisure coast transport/ travel Victorian/ Edwardian 1950s</p>
<p>3  Cycle B</p>	<p><b>Who were Britain's first builders?</b>  <b>NC ref:</b> Changes in Britain Stone Age to Iron Age  <b>Focus:</b> building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.</p> <p><b>Historical knowledge:</b> chronological knowledge of the long arc of time, century and millennia, BC/ AD  <b>Explain/ analyse second order concepts:</b> pupils will be thinking about change, significance and similarity and difference.  <b>Primary source use:</b> use of photographs of artefacts throughout, inference observation.  <b>Interpretations/ representations of the past:</b> pupils will encounter artistic representations of the distant past, discuss the difference with a primary source and think about what artists base their ideas on.</p> <p><b>Key vocabulary:</b></p>	<p><b>Why did the Ancient Egyptians build pyramids?</b>  <b>NC ref:</b> Achievements of earliest civilisations - Ancient Egypt  <b>Focus:</b> key features of early civilisation, chronology ( sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</p> <p><b>Developing Historical Knowledge:</b> chronology, locations of the emergence of the earliest civilisations, key features of Egyptian civilisation – chronology of developments.  <b>Explaining/ Analyse second order concepts:</b> Causation and significance  <b>Use of primary sources:</b> The nature of the primary sources available for study of Egypt are in great contrast to the artefacts used so far in Stone Age to Iron Age with the appearance of writing and a far wider range of specialist tools/ equipment. Pupils will need some background knowledge to enable them to make inference from the primary sources.  <b>Interpretations/ representations of the past:</b> Not explicitly developed in this unit. When reading information text/ looking at artistic representations, pupils should be</p>	<p><b>How have the Greeks shaped my world?</b>  <b>NC Ref:</b> Ancient Greece; achievements and influence  <b>Focus:</b> Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p> <p><b>Historical knowledge:</b> chronological knowledge of the long arc of time, century and millennia, BC/ AD. Ancient Greeks significant features, achievements and influence of the Ancient Greeks in relation to democracy, language and art.  <b>Explain/ analyse second order concepts:</b> pupils will be developing and using their knowledge to think about change, consequences and significance.  <b>Primary source use:</b> use of photographs of artefacts throughout via observation and moving to making supported inferences from sources, including early written primary sources in translation.  <b>Interpretations/ representations of the past:</b> pupils may encounter some artistic representations of the distant past. It is important to discuss the difference with a primary source and think about what artists base their ideas on.</p>

	<p>Century, millennia, archaeologist, Mesolithic Age, The bronze age, The Stone Age, Stonehenge, ancestors, artefacts, settlement, flint, stone, era, Happisburgh, Pontenewydd, Boxgrove, Skara Brae</p>	<p>increasingly aware that there are many versions of the same event.</p> <p><b>Key vocabulary:</b></p> <p>Settlement, city, civilisation, buildings, jobs, bronze age, iron age, belief, building, technology, Pharaoh, ruler, irrigation, farming, artefact, hieroglyph, Nile</p>	<p><b>Key Vocabulary:</b></p> <p>Europe, Mediterranean, Crete, Mycenae, citizen, democracy, archaeology, pottery, evidence, ancient, modern, invasion, trade. Persian Empire, conflict, war, hoplite,</p>
<p>4 Cycle A</p>	<p><b>Why did the Romans march through County Durham?</b>  <b>NC ref:</b> A Local history study  <b>Focus:</b> Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist's views, built models)</p> <p><b>Historical knowledge:</b> place of Romans in chronology of UK, connection to Iron Age and other key dates, overlap with other ancient civilisations. Key features of Roman life in overview, Empire growth and locations.</p> <p><b>Explain/ Analyse second order concepts:</b> Looking at causes and consequences of events (invasion).</p> <p><b>Primary source use:</b> use of range of artefacts, written primary sources, buildings etc. to work out features of Roman life. Development of inference skills and combining information from sources. Linking primary sources and interpretations.</p> <p><b>Interpretations/representations of the past:</b> identifying the key points made by an interpretation, linking primary sources and interpretations.</p> <p><b>Key vocabulary:</b></p> <p>Primary source, interpretation Empire, province, Julius Caesar, Emperor Claudius Baths, mosaic, gladiators, games, senate, towns, baths, roads, amphitheatres, aqueducts, Hadrian's Wall, villa, temple Invasion – legion, legionary, soldier, weapon, Eagle standard, chariot Ancient Rome Britannia (land of tin), Ancient Briton, Celt, fort, roundhouse Civilisation Archaeology</p> <p>Roman North East – Binchester fort, Lanchester fort, Chester Le Street fort, vicus, Piercebridge Roman Fort, Dere Street Roman Road, Vindolanda, Housesteads, Chesters, Arbeia, Hadrian's Wall.</p>	<p><b>What was daily life like for Romans?</b>  <b>NC ref:</b> The Roman Empire and its impact on Britain  <b>Focus:</b> Key features of a global empire, chronology (duration) similarity and difference of experiences within the period (rich/poor, men/women/child, slave/ free) use of primary sources – supported inference and lines of enquiry</p> <p><b>Developing Historical Knowledge:</b> The end of Roman rule, invasions and migrations of Angles/ Saxons/ Jutes, key features of Anglo Saxon life – power, beliefs, farming, conflict with later invaders</p> <p><b>Explaining/ Analyse second order concepts:</b> effects and consequences</p> <p><b>Use of primary sources:</b> using knowledge to make inference from primary sources</p> <p><b>Interpretations/ representations of the past:</b> Awareness that information texts are always one version of events.</p> <p><b>Key Vocabulary:</b></p> <p>Roman Empire, province, interpretation, source, archaeology, artefact, reconstruction, villa, reconstruction, aqueducts</p>	<p><b>What happened when the Romans left Britain?</b>  <b>NC ref:</b> Britain's settlement by the Anglo Saxons and Scots  <b>Focus:</b> Key features of Anglo Saxon Britain (s/c/r/e), chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.</p> <p><b>Developing Historical Knowledge:</b> The end of Roman rule, invasions and migrations of Angles/ Saxons/ Jutes, key features of Anglo Saxon life – power, beliefs, farming, conflict with later invaders</p> <p><b>Explaining/ Analyse second order concepts:</b> effects and consequences</p> <p><b>Use of primary sources:</b> using knowledge to make inference from primary sources</p> <p><b>Interpretations/ representations of the past:</b> Awareness that information texts are always one version of events.</p> <p><b>Key vocabulary</b></p> <p>Empire, legion, tribe, king, kingdom, churl, thane, bretwalda, Danelaw, Vortigern, Offa, Alfred, Viking, law and order, laws, fines, Woden, Christianity, Augustine, monastery, Bede, Anglo Saxon Chronicle, Lindsifarne Gospels, Saxon, Jute, Angle, Sutton Hoo, Beowulf, farming, village, Mercia, Northumbria, Offa's Dyke</p>

<p>5 Cycle B</p>	<p><b>Were the Vikings really vicious?</b>  <b>NC Ref:</b> The Viking and Anglo saxon struggle for England to 1066  <b>Focus:</b> Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p> <p><b>Historical knowledge</b> – develop an awareness of the key features of the past, use dates and key terms as appropriate with increasing accuracy. Reinforce chronological knowledge.  <b>Explain/ analyse second order concepts</b> – Not a focus of this unit  <b>Primary source use</b> - ask questions about primary sources, make inference.  <b>Interpretations/ representations of the past</b> –pupils identify the features of a particular interpretation of an event/ person and the main message of an interpretation. Pupils test an interpretation to see connection with primary sources and then build their own interpretation.</p> <p><b>Key Vocabulary:</b>  <b>Interpretation Viking Representation Raider Primary source Invasion</b></p>	<p><b>Who was making history in faraway places in the year 1000?</b>  <b>NC ref:</b> non-European society that provides contrast to British history  <b>Focus:</b> Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations.  <b>Suggestion:</b> Mayans.</p> <p><b>Developing historical knowledge:</b> the key features of a Mayan society in contrast to Britain at a similar time. Chronological knowledge around contemporaneous development and duration.  <b>Explain analyse second order concepts:</b> similarity and difference to Britain at the same time, change and continuity, cause and consequence.  <b>Primary source use:</b> use of primary sources and artefacts in unfamiliar style and language to make supported inferences, connect information from different primary sources, consider how useful a primary source is for a particular enquiry.  <b>Interpretations/ representations of the past:</b> identification of the main message in a historian's interpretation of a key event.</p> <p><b>Key Vocabulary:</b>  <b>Civilisation, Maya, Mayan, century, millenium, continent, BC/ AD or BCE/ CE, civilisation, Empire, temple, plaza</b></p>	<p><b>School designed unit – e.g. historic environment enquiry</b>  <b>NC ref:</b> local history study  <b>Focus:</b> Use of the historic local environment to further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs  <b>Suggestion:</b> History of mining in Sacriston</p> <p><b>Historical knowledge</b> – To know key features of the village (local historic environment) in the past. To develop knowledge of significant local individual. To introduce the role of mining in the community and examine the key features of an event (mining disaster).  <b>Explain/ analyse second order concepts</b> – To develop understanding of similarities and differences over time. To develop understanding of change over time.  <b>Primary source use</b> – To build skills of using historic environment, artefacts and oral history in an enquiry. To include maps, photographs, census if possible and other written records.  <b>Interpretations/ representations of the past</b> – Introducing concept of museum reconstructions as a representation of the past.</p> <p><b>Key Vocabulary:</b>  <b>Historic building, architecture, feature, mine, miner, locality, community. Lever, trapper, child worker, newsagent, tobacconist, Stanley Market, white pudding bairn. Coal bunker, name plaques, cottages, Aged Miners, village, park, mine, terrace, estates, feature, and disaster</b></p>
<p>6 Cycle A</p>	<p><b>What's in a name?</b>  <b>NC Ref:</b> Local History unit – WW1 war memorials  <b>Focus:</b> Chronological security, key features of an ear, use of primary sources, similarity and difference of experience at a point in the past</p> <p><b>Developing Historical Knowledge:</b> Local history of the turn of the century and Durham's involvement in WW1. Written accounts and key features of particular developments.  <b>Explaining/ Analyse second order concepts:</b> Consideration of significance of historical events and how this might be communicated.  <b>Use of primary sources:</b> Use of the census, photographs and other primary sources.  <b>Interpretations/ representations of the past:</b> An opportunity to remind pupils of the difference between primary sources, representations and interpretations.</p> <p><b>Key Vocabulary:</b></p>	<p>School Discretionary Unit  Support available on request</p> <p><b>To be discussed during staff meeting</b></p>	<p><b>Having fun in UK. What's changed since the Romans left?</b>  <b>NC ref:</b> Aspect or theme since 1066  <b>Focus:</b> Chronological security – sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, producing own representations of the past.</p> <p><b>Historical knowledge</b> – develop chronological understanding and an awareness of the key features of differing periods in the past, use dates and key terms as appropriate.  <b>Explain/ analyse second order concepts</b> – this unit has a strong focus on the concepts of change / continuity and similarity/ difference.  <b>Primary source use</b> - ask questions about sources, suggest new lines of enquiry and make supported inference.  <b>Interpretations/ representations of the past</b> – not the focus of this unit. Teachers will want to look at the materials used in the unit to ensure that differences between primary sources and historical interpretations/ representations are made clear.</p>

	<p><b>Key vocabulary</b></p> <p>Conflict, war, Durham, census, useful, utility, area, identify, source, consequences, memorial, chronology.</p>		<p><b>Key Vocabulary :</b></p> <p>Medieval change, Tudor continuity, Georgian transformation, Victorian century, Twentieth Century, similarity, Post war difference, Leisure technology, Class, pastimes</p>
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