

Bricknell Primary School

History Long term Plan

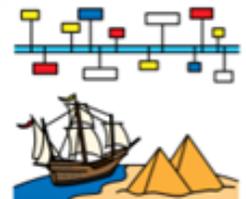


Key concepts: A range of these concepts are explored through each historical unit and provide lenses through which to consider different aspects of history.

- Community and culture (architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade)
- Conflict and disaster (conquest, liberation, occupation, military, peace, plague, surrender, treaty, war)
- Exploration and invention (discovery, migration, navigation, progress, tools)
- Hierarchy and power (country, democracy, empire, equality, government, law, monarchy, oppression, parliament, politics, poverty, slavery)

Second order concepts: These are historical skills that are taught and applied through each unit of history. These skills build progressively as pupils move through the school.

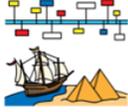
- Chronology
- Similarity and difference
- Cause and consequence
- Continuity and change
- Significance
- Historical enquiry (source material, artefacts, fact and opinion)
- Written and oral expression: (Using historical terminology, presenting findings in variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support



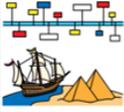
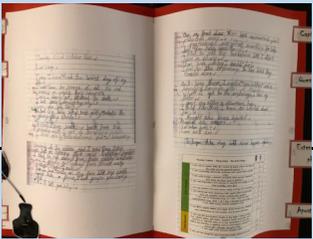
Whole School Overview

	Autumn	Spring	Summer
Year 1		Year 1 will look at the history of their lifetime and their grandparents. They will also look at the significance of a local historical figure.	
Year 2	Year 2 will look at the gunpowder plot and Guy Fawkes.		The life of Victorian Britain and how their lives were different to modern day.
Year 3	Year 3 will focus on the local history of Hull fair.	During this term, Year 3 will begin their chronological journey through British history starting with Stone Age, Bronze Age and Iron Age Britain.	We will investigate the lasting effects of the Greek culture that was the birthplace of democracy and its impacts on the Western world. We'll also understand that Ancient Greece existed through the Bronze age and the early Iron Age
Year 4	Year 4 will focus on the world at war during WWII and the impacts on our local area in Hull.	Year 4 will continue their chronological journey through KS2 looking at the history of the Roman Empire and it's links with the invasion of Celtic iron age British history.	This term, Year 4 will comparing different European ancient civilisations and the connections between them.
Year 5		Year 5 will be looking at inspirational people through history in our local area: William Wilberforce and Amy Johnson. In addition to this, they will be looking at the history of the space race.	Year 5 will make a connection between the Roman withdrawal from Britain and the Anglo-Saxon invasion. They will know where the major Anglo-Saxon invasions took place and the Kingdoms that resulted from them.
Year 6	During the term, the children will focus on the significance of Black History and key historical figures post 1066. They will also end their chronological journey through British history, looking at the invasion of the Vikings and the crowning of the first king of England.		

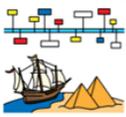
As Historians in Year 1, we will learn...

	Animal Kingdom 	Once Upon a Time Spring 	Magic, Mystery and Mayhem Summer 
Prior Knowledge		I can talk about things that have happened to me in my lifetime. I can use language relating to time I can say why things happen and give explanations I can observe and describe things that have changed and stayed the same during my life.	
Key Vocabulary		Community, inspiration, war, disaster, past, present, future, before, after, now, then, discovery, monarchy, empire, leadership	
Key Concepts		Community and culture Conflict and disaster Exploration and invention Hierarchy and power	
Progressive Objective		I can give examples of things that were different when my grandparents were children. I can describe how there has been change within living memory. I can know about a famous historical event or person in my local area and can explain why they are famous.	
Secondary Concepts		Chronology Similarity and difference Cause and consequence Continuity and change Significance Historical enquiry	

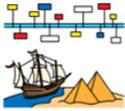
As Historians in Year 2, we will learn...

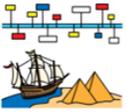
	Fire, Fear and Fury	The Blue Planet	The Victorians
Prior Knowledge	I can describe how there has been change within living memory. I can use words and phrases like: before, after, past, present, then and now. I can explain why a historical event happened and what happened as a result I can explain why an important person from history acted the way they did and what the impact of this was		I can describe how there has been change within living memory. I can use words and phrases like: before, after, past, present, then and now. I can explain why a historical event happened and what happened as a result I can explain why an important person from history acted the way they did and what the impact of this was
Key Vocabulary	Past, present, future, now, then, religion, society, culture, monarchy, treason		Discovery, empire, monarchy, past, present, influence, culture, economy, country
Key Concepts	Community and culture Hierarchy and power Conflict and disaster		Community and culture Hierarchy and power Exploration and invention
Progressive Objective	I can explain why a historical figure was important and how they changed things I can describe significant events from beyond living memory and explain cause and consequence.		I can describe significant events from beyond living memory and explain cause and consequence I can recount and order the life of a famous historical figure I can explain why a historical figure was important and how they changed things
Secondary Concepts	Cause and consequence Significance Historical enquiry		Chronology Similarity and difference Cause and consequence Continuity and change Significance Historical enquiry

As Historians in Year 3, we will learn...

	<p>The Greatest Show</p>	<p>The Land Before Time</p> 	<p>Games, Gods and Greeks</p> 
<p>Prior Knowledge</p>	<p>I can order events on a timeline from beyond my lifetime</p> 	<p>I can order events on a timeline from beyond my lifetime</p> <p>I can sequence events that occurred during a historical period</p> <p>I can describe changes over time in relation to one or more of the 4 key concepts</p>	<p>I can order events on a timeline from beyond my lifetime</p> <p>I can describe changes over time in relation to one or more of the 4 key concepts</p>
<p>Key Vocabulary</p>	<p>Community, ethos, society, culture, tradition, story</p>	<p>BCE, AD, BC, CE, prehistoric, Paleolithic, Mesolithic, Neolithic, culture, community, discovery, civilisation, evolution</p>	<p>Democracy, politics, equality, poverty, slavery, country, war, conflict, legacy</p>
<p>Key Concepts</p>	<p>Community and culture</p>	<p>Community and culture Exploration and invention</p>	<p>Conflict and disaster Hierarchy and power</p>
<p>Progressive Objective</p>	<p>I can describe a historical event from my local area.</p> 	<p>I can describe the changes in Britain between the Stone Age and Iron Age (relating to the key concepts)</p> <p>I can explain how we know about life in Stone Age and Iron Age Britain</p>	<p>I know about and can explain the influence that Ancient Greek culture had on the world (relating to the key concepts)</p> <p>I can give an overview of Ancient Greek culture and history.</p>
<p>Secondary Concepts</p>	<p>Chronology Similarity and difference Historical enquiry</p>	<p>Chronology Similarity and difference Cause and consequence Continuity and change Historical enquiry</p> 	<p>Chronology Similarity and difference Cause and consequence Significance Historical enquiry</p>

As Historians in Year 4, we will learn...

	As the Bomb Drops 	Fiery Friends and Hot Hazards 	A Journey Through Time
Prior Knowledge	I can explain why a historical figure was important and how they changed things I can describe a historical event from my local area.	I can describe the changes in Britain between the Stone Age and Iron Age (relating to the key concepts) I can explain how we know about life in Stone Age and Iron Age Britain	I know about and can explain the influence that Ancient Greek culture had on the world (relating to the key concepts) I can give an overview of Ancient Greek culture and history.
Key Vocabulary	country, democracy, empire, equality, government, law, monarchy, oppression, parliament, politics, conquest, liberation, occupation, military, peace, plague, surrender, treaty, war	conquest, liberation, occupation, peace, surrender, war, discovery Progress, influence, legacy, country, democracy, empire, oppression, politics	architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade, country, democracy, empire, equality, law, oppression, politics, war, invasion, occupation
Key Concepts	Community and culture Conflict and disaster Hierarchy and power	Community and culture Conflict and disaster Hierarchy and power	Community and culture Hierarchy and power Conflict and disaster
Progressive Objective	I can research and complete a study about significant historical events from our local area. I can explain how events from our local area had an impact beyond our region (relating to the key concepts).	I can give an overview of the Roman Empire by 42AD and the power of its army. I can explain the impact of the Roman invasion and settlement (relating to the key concepts)	I can give an in-depth overview of the achievements of one of the earliest civilisation (e.g. Egypt). (relating to the key concepts) I understand that Ancient Roman, Greek and Egyptian cultures were all linked and place these civilisations on a timeline.
Second order Concepts	Chronology Cause and consequence Continuity and change Significance Historical enquiry	Chronology Similarity and difference Cause and consequence Continuity and change Significance Historical enquiry	Chronology Similarity and difference Significance Historical enquiry



As Historians in Year 4, we will learn...

As the Bomb Drops

Big Question
What was life like for a child during WW2?

Life for a child was horrible in the cities. They were evacuated to uncrowded places in the country because the cities were so full of bombs that they could die in a matter of minutes.

Children were evacuated from all over Britain. Here are a few cities and their evacuees: London, Manchester, Liverpool, Birmingham, and many others. They were sent to the countryside.

Children had to leave on the night. They had to be ready for bombs. Bombs were dropped on the city and the houses were destroyed. Buildings were bombed and people were killed.

Children's life in the country was hard. They had to work in the fields and do other jobs. They were not allowed to play in the streets. They had to be very quiet.

Question 1: How did the damage caused to Hull during the Blitz?

Question 2: Why do you think this happened?

In the dirty, demolished city the war has just begun. Eyes seek targets. The sky is dark and gloomy because of the bombs smoke. In the blink of an eye, buildings are destroyed. The men have to work in the army because as they said they will be conscientious objectors. The women had to work in factories but the women who were rich they could stay at home.

Fiery Friends and Hot Hazards

The Roman Invasion of Britain

In 55 BC it was mainly Celts that lived in Britain.

Julius Caesar was the leader of the army in Roman Gaul.

Caesar wanted to land at Dover, but lots of Celts were waiting there so they changed the plan.

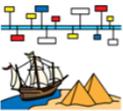
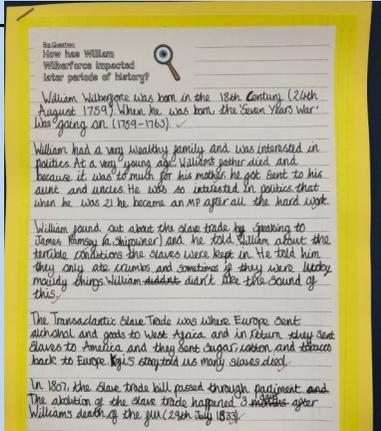
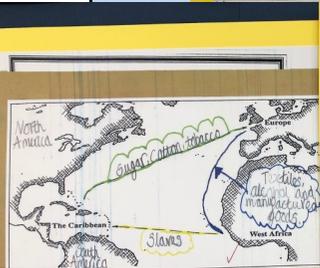
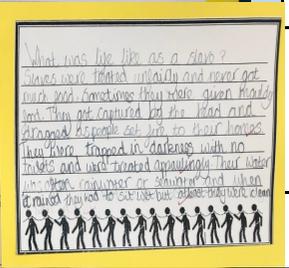
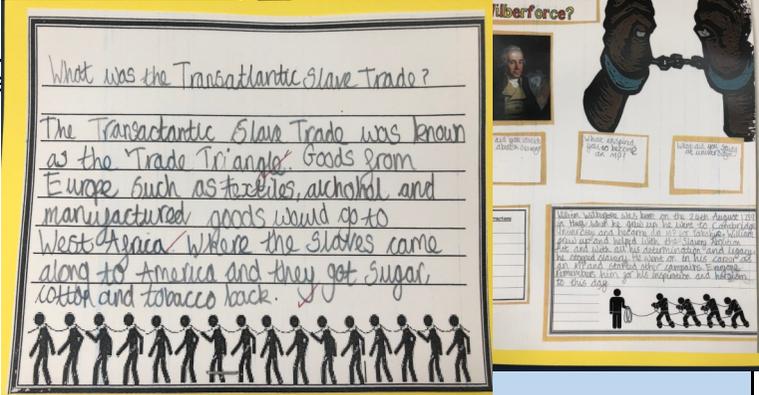
The Romans who were used to sailing on dry land were scared to fight in the water because the Celts charged down the beach.

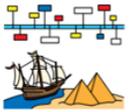
This time he had six legions and 2,000 cavalrymen.

Britain at that time had many kings or chieftains ruling like as different tribes so they weren't fighting together as one country.

A Journey Through Time

As Historians in Year 5, we will learn...

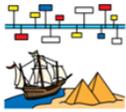
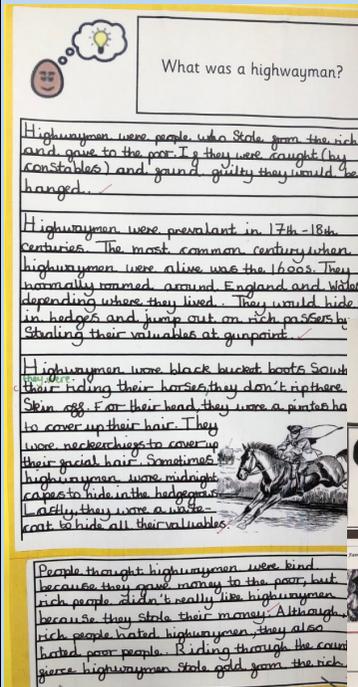
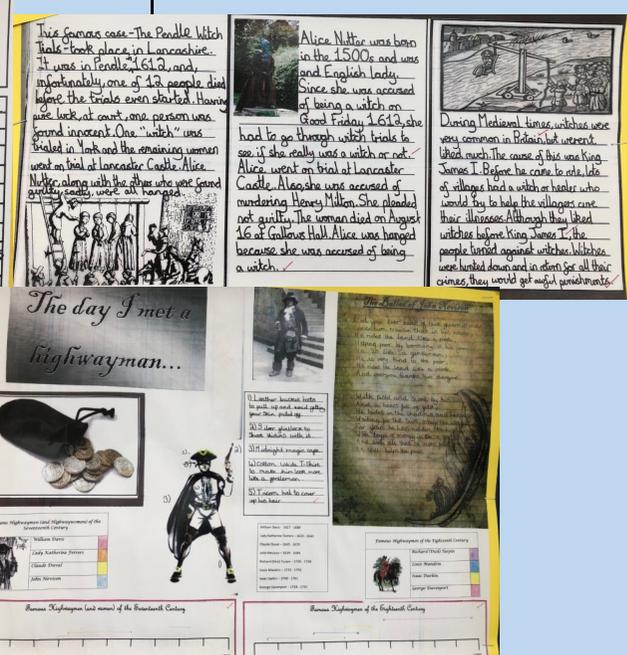
	<p>Around the World</p>	<p>Reach for the Stars</p>	<p>Anglo-Saxons</p>
<p>Prior Knowledge</p>		<p>I can recount and order the life of a famous historical figure</p> <p>I can explain why a historical figure was important and how they changed things</p> <p>I can recount and order the life of a famous historical figure</p> <p>I can explain why a historical figure was important and how they changed things</p>	<p>I can give an overview of the Roman Empire by 42AD and the power of its army.</p> <p>I can describe the changes in Britain between the Stone Age and Iron Age</p> <p>I can describe significant events from beyond living memory and explain cause and consequence</p>
<p>Key Vocabulary</p>		<p>civilisation, communication, education, cultural norms, religion, race, equality, county, government, politics, oppression, law, slavery</p>	<p>conquest, liberation, occupation, peace, surrender, civilisation, discovery, progress, migration</p>
<p>Key Concepts</p>		<p>Community and culture</p> <p>Hierarchy and power</p>	<p>Community and culture</p> <p>Conflict and disaster</p> <p>Hierarchy and power</p> <p>Exploration and invention</p>
<p>Progressive Objective</p>		<p>I can research and complete a study about significant historical figures or events in our local area.</p> <p>I can explain how key figures or events from our local area had a wider impact.</p>	<p>I can explain where the Anglo-Saxons came from and why they invaded Britain.</p> <p>I know that the Scots were a people that invaded northern Britain from Ireland which resulted in the formation of Scotland.</p>

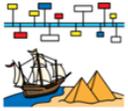


As Historians in Year 5, we will learn...

Secondary Concepts		<p>I can use more accurate dates when describing and sequencing events</p> <p>I can explain the differences in the lives of people from different social classes, cultures, religions or race</p> <p>I understand the impact of historical events on later periods of history.</p> <p>I can evaluate how a historical event impacted on one or more of the 4 key concepts</p> <p>I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts</p> <p>I am aware of some pivotal events and people in modern British history</p> <p>I can evaluate the impact of key historical people and events</p> <p>I can evaluate the usefulness of primary and secondary sources in historical enquiry.</p> <p>I can use a range of information, including my own research, to present a historical argument</p> <p>I understand that some sources include facts and opinions and different evidence can lead to different conclusions</p>	<p>I can place key events from a period of history on a timeline in relation to one other period of history</p> <p>I can use more accurate dates when describing and sequencing events</p> <p>I can explain the differences in the lives of people from different social classes, cultures, religions or race</p> <p>I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts</p> <p>I understand the impact of historical events on later periods of history.</p> <p>I can evaluate how a historical event impacted on one or more of the 4 key concepts</p> <p>I can summarise the main events from a period of history, explaining the order of events and making connections between them.</p> <p>I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts</p> <p>I am aware of some pivotal events and people in modern British history</p> <p>I can evaluate the impact of key historical people and events</p> <p>I can evaluate the usefulness of primary and secondary sources in historical enquiry.</p> <p>I can use a range of information, including my own research, to present a historical argument</p>
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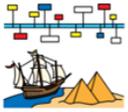
As Historians in Year 6, we will learn...

	<p>INVASION, INJUSTICE AND INVENTIONS</p>		
<p>Prior Knowledge</p> <p>I can explain where the Anglo-Saxons came from and why they invaded Britain.</p> <p>I know that the Scots were a people that invaded northern Britain from Ireland which resulted in the formation of Scotland.</p> <p>I can give an overview of the Roman Empire by 42AD and the power of its army.</p> <p>I can explain the impact of the Roman invasion and settlement (relating to the key concepts)</p> <p>I can describe the changes in Britain between the Stone Age and Iron Age (relating to the key concepts)</p> <p>I can explain how we know about life in Stone Age and Iron Age Britain</p>	<p>I can explain where the Anglo-Saxons came from and why they invaded Britain.</p> <p>I know that the Scots were a people that invaded northern Britain from Ireland which resulted in the formation of Scotland.</p> <p>I can give an overview of the Roman Empire by 42AD and the power of its army.</p> <p>I can explain the impact of the Roman invasion and settlement (relating to the key concepts)</p> <p>I can describe the changes in Britain between the Stone Age and Iron Age (relating to the key concepts)</p> <p>I can explain how we know about life in Stone Age and Iron Age Britain</p>	 <p>What was a highwayman?</p> <p>Highwaymen were people who stole from the rich and gave to the poor. If they were caught (by constables) and found guilty they would be hanged.</p> <p>Highwaymen were prevalent in 17th-18th centuries. The most common century when highwaymen were alive was the 1600s. They normally roamed around England and Wales depending where they lived. They would hide in hedges and jump out on rich passers by stealing their valuables at gunpoint.</p> <p>Highwaymen wore black bucket boots so that their hiding their horses, they don't rip there skin off. For their head they wore a pinstache to cover up their hair. They wore neckerchiefs to cover up their facial hair. Sometimes highwaymen wore midnight caps to hide in the hedges. Lastly, they wore a white coat to hide all their valuables.</p> <p>People thought highwaymen were kind because they gave money to the poor, but rich people didn't really like highwaymen because they stole their money. Although rich people hated highwaymen they also hated poor people. Riding through the country, highwaymen stole gold from the rich.</p> <p>The day I met a highwayman...</p> <p>Who's a Witch?</p> <p>Highwaymen (last names) of the 17th/18th Century</p> <p>Roman Highwaymen (last names) of the 17th/18th Century</p>	 <p>This famous case - The Pendle Witch Trials - took place in Lancashire. It was in Pendle, 1612, and unfortunately, one of 13 people died before the trials even started. Having just luck at court, one person was found innocent. One "witch" was tried in Lanc and the remaining women went on trial at Lancaster Castle. Alice Nutter, along with the others who were found guilty, were all hanged.</p> <p>Alice Nutter was born in the 1500s and was an English lady. Since she was accused of being a witch on Good Friday, 1613, she had to go through witch trials to see if she really was a witch or not. Alice went on trial at Lancaster Castle. Alice was accused of murdering Henry Hilton. She pleaded not guilty. The woman died on August 16 at Gallows Hall. Alice was hanged because she was accused of being a witch.</p> <p>During Medieval times witches were very common in Britain but weren't liked much. The cause of this was King James I. Before he came to rule, lots of villages had a witch or healer who would try to help the villagers cure their illnesses. Although they liked witches before King James I, the people turned against witches because they were blamed for all their crimes, they would get awful punishments.</p> <p>Highwaymen (last names) of the 17th/18th Century</p> <p>Roman Highwaymen (last names) of the 17th/18th Century</p>
<p>Key Vocabulary</p>	<p>architecture, art, civilisation, communication, settlement, conquest, liberation, occupation, discovery, migration, navigation, progress, equality, government, law, oppression, slavery</p>	 <p>Weird Witchcraft</p> <p>Not every day that all forms of witchcraft... Witchcraft was used to help people... If one of your children is the victim of... The witch was the Devil's ally... The witch was the Devil's ally...</p>	



As Historians in Year 6, we will learn...

Key Concepts	Community and culture Conflict and trade Exploration and invention Hierarchy and power		
Progressive Objective	<p>I know why the Vikings invaded Britain and why they were so successful.</p> <p>I can explain the struggle between the Anglo-Saxons and the Vikings for the kingdom of England.</p> <p>I can research and share my knowledge with others about a key aspect or theme in British history from after 1066 (eg: the power of the monarchy, crime and punishment, World War II etc...) (relating to the key concepts)</p> <p>I can place a non-European civilisation on a timeline along with major historical periods of the same time including British and European history.</p> <p>I can give a detailed overview of a non-European civilisation that contrasts with British history (relating to the key concepts)</p>		
Secondary Concepts	<p>CHRONOLOGY:</p> <p>I understand the chronology of key events in periods I am studying and how this time relates to other key periods in history</p> <p>I can summarise and evaluate events on a timeline in relation to key concepts or themes (eg: invaders, war, industry and technology etc...)</p>		



As Historians in Year 6, we will learn...

<p>Secondary Concepts</p>	<p>SIMILARITY AND DIFFERENCE: I can explain the differences in the lives of people from different social classes, cultures, religions or race I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts</p> <p>CAUSE AND CONSEQUENCE: I understand the impact of historical events on later periods of history. I can evaluate how a historical event impacted on one or more of the 4 key concepts</p> <p>CONTINUITY AND CHANGE: I can summarise the main events from a period of history, explaining the order of events and making connections between them. I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts</p> <p>SIGNIFICANCE: I am aware of some pivotal events and people in modern British history I can evaluate the impact of key historical people and events</p> <p>HISTORICAL ENQUIRY: I can evaluate the usefulness of primary and secondary sources in historical enquiry. I can use a range of information, including my own research, to present a historical argument I understand that some sources include facts and opinions and different evidence can lead to different conclusions</p>		
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