



Acre Hall Primary School History Long Term Curriculum Plan

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All about me		Old Bear		New and old transport	
Reception	Grandparents and what they did for a job		Toys my parents played with		Journeys	
Key Stage 1 (Year 1 and 2) Cycle A	Not in focus	Local Study - Schools	Not in focus	Inventors	Not in focus	Seasides
Key Stage 1 (Year 1 and 2) Cycle B	The Great Fire of London		Not in focus	Explorers	Not in focus	Voyages – The Titanic
3	The Stone Age	Not in focus	Iron Age to Bronze Age	Not in focus	The Romans	Not in focus
4	Anglo Saxons	Not in focus	Not in focus	Vikings	Not in focus	Railways – Local Study
5	Industrial Revolution – Local Study	Not in focus	Ancient Egyptians	Not in focus	Ancient Greeks	Not in focus
6	Mayan Civilization	Not in focus	Not in focus	World War 2	Not in focus	Post World War 2

Threads

 <p>Clear Communicators</p> <ul style="list-style-type: none"> • Confident and articulate speakers • Love of language 	 <p>Aspirational Learners</p> <ul style="list-style-type: none"> • Creativity, innovation and curiosity • Confidence and resilience 	 <p>Global Citizens</p> <ul style="list-style-type: none"> • Diversity and mutual respect • Sustainability and ecology • Community and collaboration 	 <p>Adventurers and Explorers</p> <ul style="list-style-type: none"> • Independence • Perseverance • Problem solver • Explore locality and world around us. 	 <p>Healthy Advocates</p> <ul style="list-style-type: none"> • Take opportunities and learn from mistakes • Develop ability to support themselves in own learning
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Development Matters/ Early Learning Goals

History Objectives by Year Group - National Curriculum 2014

<u>Nursery</u>		
Autumn	All About Me	Begin to make sense of their own life-story and family's history, e.g. children will spend time talking about photos and memories of their family. Learn about the history of some key historical events e.g. Bonfire Night.
Spring	Old Bear - Toys	Text shared with children about the past. Looking at an old teddy that has been stored in the attic to prevent it from being played with and broken.
Summer	New and Old Transport	Discuss how transport has changed over time. Think about how people travel now and compares this to how people used to travel a long time ago.

<u>Reception</u>		
Autumn	Grandparents and what they did as a job	Name and describe people who are familiar to them and talk about members of their immediate family and community. In particular, learn about grandparents and how things might have been different for them when they started working. Learn about the history of some key historical events e.g. Bonfire Night
Spring	Toys my parents played with	Present children with toys from the past and make comparisons with toys today. How are the same? Different? Could we place the toys on a timeline of those that are older? What materials are toys made from? (Links with science)



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Summer	Journeys	Developing on from transport in Nursery, Reception children will learn about journeys in the locality, the different types of journeys and how these journeys changed over time.
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KS1 Cycle A

Autumn	Schools - Local	Changes in living memory – Where appropriate these will reveal a change in national life. Look at schools through time including our own originally built in 1952.
Spring	Inventors - International	Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality
Summer	Seaside – Regional/British	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

KS1 Cycle B

Autumn	Great Fire of London - British	Events beyond living memory that are significant nationally or globally
Spring	Explorers – International	The lives of significant individuals in the past who have contributed to national and international achievements.
Summer	Voyage – British	Changes in living memory – Where appropriate these will reveal a change in national life (Liverpool – Maritime Museum)



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Year 3

Autumn	Stone Age - British	Changes in Britain during the Stone Age.
Spring	Iron Age to Bronze Age - British	Changes in Britain from the Bronze Age to the Iron Age.
Summer	Romans - British	The Roman Empire and its impact on Britain.

Year 4

Autumn	Anglo - Saxons - British	Britain's settlement by Anglo-Saxons and Scots.
Spring	Vikings - British	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
Summer	Railways - British	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Year 5

Autumn	Industrial Revolution - Local	A local history study of the impact of Victorians on British and local life.
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Spring	Ancient Egyptians - International	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
Summer	Ancient Greeks - International	Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Year 6		
Autumn	Maya - International	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p> <p>A comparison with Anglo-Saxons in Britain and Maya.</p>
Spring	World War II - British	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Summer	Post World War II - British	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.



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EYFS History

In EYFS at Acre Hall, historical learning begins in 'Understanding the World' where children begin to make sense of their local surroundings, community and the wider world. By engaging with a broad selection of fiction and non-fiction texts, rhymes and poems children learn and understand concepts such as past and present and talk about similarities and differences between people around them and their role in society. In each of the overarching half termly themes, children explore ideas relating to history and the passing of time. Examples include: All About Me: children begin to make sense of their own life-story and family history by looking at photos and sharing family stories. Festivals and Celebrations: learning about significant people and events such as birthdays and Bonfire Night.

A lot of History work within EYFS is completed with continuous provision or as a focus task, these include but are not limited to;

- Celebrations of key historical dates eg Bonfire Night, Chinese New Year, Christmas, Black History Month, St George's day, Remembrance day, St Patrick's day, Easter.
- Discussions about their immediate family and changes in their personal history as they have grown from a baby.
- Celebrations and studies of our locality eg 70th anniversary of our old school building.
- To talk about the lives of the people around them and their role in society – *what did our grandparents do for jobs?*
- Know some similarities and differences between things in the past and now eg looking at their own toys now and comparing them to those of their parents as children whilst exploring stories such as *Old Bear*
- Understand the past through settings, characters and events encountered in books read in class and storytelling for example *The Chinese New Year story*.
- We also have a continually changing 'Curiosity table' where children can explore artefacts, including old objects like telephones and cameras.

At Acre Hall in Early Years we take a 'Planning in the moment approach'. This follows the children's natural interests, this is added to retrospectively throughout the year; previous examples include planting a poppy garden for Remembrance day. We plan teaching and learning in our specific subjects in the afternoons, during topic weeks eg History week. The children can access provision in both Reception classrooms. They are encouraged to participate in a daily topic session and enhancements and challenges in the provision link to that days/weeks teaching as part of the subject in focus that week. We endeavour to cover every subject each half term.

EYFS History Progression	Autumn	All About Me Grandparents and what they do they do as a job	<ul style="list-style-type: none">• Children will learn about themselves and about how they grow from birth to the age they are now. They will look at changes that occur in their lives.
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'Component Knowledge'			<ul style="list-style-type: none"> Children will learn about the lives of grandparents and the things they do for work. They will compare this to jobs that their parents do and think about the jobs they would like to do as they get older. Alongside topics children will learn about other historical events such as: Remembrance Day – We remember the soldiers who have fought in wars past and those who serve in the present by wearing a poppy which signifies the poppies which grew on the fields in France during WWI. We hold a 2 minute silence to show our respect on 11th Nov. Bonfire Night - Children will be taught who Guy Fawkes was and what he tried to do in the Houses of Parliament in 1605. Black History Month – School will take a different topic each year.
	Spring	Old Bear – Toys What toys did my parents play with?	<ul style="list-style-type: none"> Children will talk about what they love playing with today and how these toys are the different/same to those of their parents. Do any of still have toys from our parents? What do they look like? Are they worn/broken? How do we know if a toy is old? Children will create a simple timeline using photographs or a physical timeline using toys to show if they are in the past of the present/now. Nursery pupils will be introduced to the concept of an old toy through a story.
	Summer	New and Old Transport Journeys	<ul style="list-style-type: none"> How has transport changed over time? Can we describe what is different/same? What are the different ways we can travel? Can we say which transport is from the past and which is present day? Children will look at different modes of transport and how they have evolved over time to the vehicles we use today. Children will What journeys do we go on today? Local, national, international. How do we reach those places? Was this the same for our parents/grandparents? How would we get to the seaside? Could we get to places much further away? How?
Curriculum EYFS development matters statements	<u>Understanding the World</u> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 		



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Reception ELG	<u>Understanding the world and People and Communities</u> <ul style="list-style-type: none"> • Talk about the lives of 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.
Substantive Concepts	Monarchy, Religion, Invention
Disciplinary Concepts	Chronology Change and continuity Significance Similarity and difference
Books linked to teaching	<i>Old Bear</i> <i>When I was young</i> <i>Paper dolls</i>

KS1 Cycle B

Lesson Sequence			
Each lesson has a key question. The component knowledge for each lesson corresponds.			
KS1 – History Progression ‘component Knowledge’	<i>On completion of the unit, pupils will know...</i> L1 - The poppy is a symbol of remembrance, and is linked to the 11 th November, but we wear it because it is the flower which grew on the battle fields. First sold in UK in 1921 to raise money for the Earl Haig Fund. Anna Guerin supplied them. In 1922 the British Legion opened a factory using disabled service men to make them. Poppies now	<i>On completion of the unit, pupils will know...</i> L1 – Children will use images of the Wright Bros to make predictions about why they were famous, using a timeline to compare them to Di Vinci. (His helicopter design) L2 – Children develop an understanding of how to sequence events of the first flight. They will think about the significance of the events and develop how the past can be recorded in different ways. L3 – Children will make informed decisions about statements about the Wright Bros. They will	<i>On completion of the unit, pupils will know...</i> L1 – Children will use a timeline to plot seaside holidays from different periods. Year 2 pupils understanding will be developed to look at the concept of change over time. L2 – Use a range of sources to gain understanding about the things people did in the past at the seaside. L3 – Children will look at different sources including primary sources to explain how we know what holidays were like in the past.








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	<p>come in different colours to remember different things associated with war.</p> <p>L2 – Children will learn about the types of people who we remember and why.</p> <p>L3 - It is important that we don't forget the horrors of war. Hopefully we can learn from the mistakes of those who made important decisions and know that to go to war again would not be a good thing.</p> <p>L4 – In our local area Beavers, Rainbows , cubs and brownies will hold a remembrance parade at Davyhulme. The King, politicians will lay wreaths to remember those who died.</p>	<p>communicate ideas based on information they have heard.</p> <p>L4 – Children begin to look at different sources that show why the first flight went so well. Begin to understand that these sources can provide important information</p> <p>L5 – Children will explain the changes in flight and the significance to each change and the importance.</p> <p>L6 – Children will learn about Manchester Airport and the significance to our area. How it grew from a small airport called Wythenshawe to Ringway then Manchester.</p>	<p>Use of postcards (we have some originals) photos, videos. Children will be able to explain how we record our holidays have changed.</p> <p>L5 – Children will investigate some of the jobs people did in the 1920's. They will look at similarities and differences between then and now. Children will learn that workers were not allowed paid holiday until 1938 (Holiday and Pay act) Children will make comparisons with today and types of transport and the impact this has on where we go.</p>
	Autumn	Spring	Summer
<p>Topic Enquiry Question:</p> <p>Lesson Key Questions:</p>	<p>TQ: Why is Remembrance Day important?</p> <ol style="list-style-type: none"> 1. KQ: Why are poppies worn during Remembrance Week? 2. KQ: Who do we remember on Remembrance day? 3. KQ: Why do we have Remembrance Day? 4. KQ: What happens on Remembrance Day? <p>This topic will become a stand-alone subject to be replaced with local study of 'What were schools like long ago?'</p>	<p>TQ: Who were the Wright Brothers and why were they famous?</p> <ol style="list-style-type: none"> 1. KQ: What did the Wright Bros do that made them famous? 2. KQ: How did the Wright brothers manage to be the first to launch a man powered flight? 3. KQ: Why did the Wright brothers succeed where others had failed? 4. KQ: How do we possibly know about their first successful flight, when it happened over 100 years ago now? 5. KQ: How did flight change as a result of the Wright brothers' work? 6. KQ: In our local area, how can we see the impact of flight? 	<p>TQ: Was a seaside holiday different in the past?</p> <ol style="list-style-type: none"> 1. KQ: What was going to the seaside like in the past? 2. KQ: What kind of things did people do at the seaside in the past? 3. KQ: How do we know what holidays were like in the past? 4. KQ: Do we go to the seaside for the same reasons that people went 100 years ago? 5. KQ: How have seaside holidays changed over the past 100 years? 6. KQ: Do all children like the earlier seaside holidays now or would some prefer nowadays'?



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Cross curricular Links	PSHCE, Geography, Speaking & Listening, Art, DT		Science, Maths, Literacy, Geography, DT, Speaking & Listening		Geography, Environment, Climate, Pollution, art	
Revisit and review opportunities	Build upon prior knowledge from EYFS 'Poppy Day'. What do you remember about it?		What are the different ways people travel today? Which modes of transport do we use for journeys near and far? Will the cost of travel affect us being able to travel today?		That things change over time. That different clothes are worn in different seasons. That people go to the seaside on holiday.	
Curriculum Driver Links	<div>Aspirational Learners</div> 		<div>Adventurers & Explorers</div> 		<div>Healthy Advocates</div> 	
	<div>Clear Communicators</div> 		<div>Global Citizens</div> 			
	<p>Global Citizens – How is 'remembrance' commemorated around the globe?</p> <p>Clear Communicators – Active listeners, empathy, deepen understanding through talk</p>		<p>Adventurers & Explorers — How can we be adventurous like the Wright Bros? What risks did they take? How/What can we learn from them?</p> <p>Aspirational Learners – Would we like to be pilots? What does it take to be pilot?</p> <p>Clear Communicators - Active listeners, empathy, deepen understanding through talk</p> <p>Global Citizens – What impact did the Wright Bros have upon us today as Global Citizens?</p>		<p>Global Citizens – Links with transport, how has travel allowed us to become global citizens? Where have we travelled? How do we look after the places we visit?</p> <p>Adventurers & Explorers – Which seaside destinations would we like to visit?</p> <p>Healthy Advocates – What are the benefits of the seaside?</p>	
Vocabulary	Remembrance, poppy, war memorial, wreath, installation, British Legion, sacrifice, old, new, a long time ago, before, after, past.		Significant person, flight, hot air balloon, aeroplane, Montgolfier Brothers Wright Brothers Wright flyer, travel, transport, wind power, steam power, electric, old, new, a long time ago, before, after, past.		Bathing machine, beach hut, Hockipoke (name for ice-cream) pier, promenade, Punch & Judy, souvenir, steam train, old, new, a long time ago, before, after, past.	
Key Concepts	Substantive knowledge <ol style="list-style-type: none">1) Country/Conflict2) Voyage/Frontier3)Society/Voyage				Disciplinary <ol style="list-style-type: none">1) Significance, Causation & Consequence2) Change & Continuity, Significance, Chronology3) Similarity & difference/continuity & change, Chronology	








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KS1 – Cycle A (2023-24)

Lesson Sequence			
Each lesson has a key question. The component knowledge for each lesson corresponds.			
KS1 – History Progression ‘component Knowledge’	<i>On completion of the unit, pupils will know...</i> L1 – Children will ask questions about where/why the fire started using clues. (Objects that could have been in a fire) L2 – Children will sequence events on a timeline, which images give us the best information. L3 – Children will handle evidence from the past and ask questions. They will look at the sources to communicate which provide the best information about the GFL. L4 – Using images of artefacts children will decide which were the most helpful at putting the fire out. They will learn about the decisions made by those who were in charge and decide if they could’ve done more. L5 – Children will learn the consequences of the fire for the people of London. L6 – Children will already know the causes of the fire. They will understand materials that needed to be used to rebuild. They will understand the consequences of the fire and the impact it had when rebuilding London.	<i>On completion of the unit, pupils will know...</i> L1 – Children will use visual clues to make simple deductions about a person. Clues will be used to make deductions about Columbus. Children will use a timeline to plot Columbus on the timeline. L2 – Children will sequence events on a timeline. L3 – Children will look at the motivation behind Columbus’s journey to India. Communicate their ideas about why he journeyed into the unknown. L4 – Children will pose historical questions, they will use first hand accounts to make informed decisions and communicate ideas to others. L5 – Children will look at evidence about Columbus and his impact on the ‘New World’ was he a hero or a villain?	<i>On completion of the unit, pupils will know...</i> L1 – Using an artist impression, children will make judgements using clues from an image to decide what is happening. L2 – Children look at the similarities and differences between the different classes. Use Rev Brown’s images. L3 – Look at the causes of the sinking of the ship. Could any of these things been prevented. L4 – Children will use different evidence to help create an accurate picture of the sinking. Children will discuss why we don’t know exactly. L5 – Look at the cause and consequences of the Titanic’s sinking. Children will look at a timeline of events. They will use evidence to decide who was to blame. L6 – Children will look at the short-comings of the Titanic and see how technology has advanced and safety features are now used on board ships.
	Autumn	Spring	Summer
	Topic Enquiry Question: TQ: How did the GFL change the city of London? 1. KQ: How can we work out why the Great Fire started?	TQ: Who has a bigger impact on Europe, Christopher Columbus or Neil Armstrong?	TQ: Why do we remember the sinking of the Titanic?



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Lesson Sequence	2. KQ: What actually happened during the Great Fire and how can we know for sure 350 years later? 3. KQ: Why did the Great Fire burn down so many buildings? 4. KQ: Could more have been done to stop the Fire? 5. KQ: How did people manage to live through the Great Fire? 6. KQ: How shall we rebuild London?		1. KQ: Why do you think people remember Christopher Columbus/Neil Armstrong? 2. How did Columbus/Armstrong become famous? 3. Why did Columbus/Armstrong risk his life to explore somewhere no one alive had ever seen? 4. What was life like on board? 5. Was Columbus a hero? This is a comparison unit. We will compare both significant figures using the KQ. We will also look at other figures in history who have made similar journeys. Dame Ellen MacArthur		1. KQ: What do we already know about the Titanic and what can we work out from a picture? 2. KQ: What was so special about the Titanic and what was life on board like? 3. KQ: Why and how did the ‘unsinkable’ Titanic sink? 4. KQ: How should we show the sinking of the Titanic? 5. KQ: Why weren’t more people saved from the Titanic? 6. KQ: How did they stop a disaster like the Titanic happening again?					
Cross curricular Links	Speaking & listening, drama, literacy, DT, geography, RE		Speaking & listening, drama, literacy, Art, DT, geography, PSHCE		Speaking & listening, drama, literacy, Art, DT, geography, PSHCE					
Revisit and review opportunities	Chronology, that a significant event can happen which can change how we live. People who help us - EYFS		What links can we make between the Wright Bros, Columbus, Armstrong? Review timeline where the significant individuals occur Compare & contrast		Revisit and refine geographical skills throughout the topic, using maps and atlases to locate cities and countries in UK, Europe and North America Compare and contrast the similarities & differences between the 1912 and now					
Curriculum Driver Links	<div>Aspirational Learners</div>		<div>Adventurers & Explorers</div>		<div>Healthy Advocates</div>		<div>Clear Communicators</div>		<div>Global Citizens</div>	
	Healthy Advocates – How can we keep ourselves/buildings safe from fire?		Clear Communicators - Active listeners, empathy, deepen understanding through talk Global Citizens – Who had more of an impact on our world, Armstrong or Columbus?		Clear Communicators - Active listeners, empathy, deepen understanding through talk					



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	Global Citizens – How did lessons learned from the GFL support the rebuilding of London & other cities? Aspirational Learners – How could we help our communities? Clear Communicators - Active listeners, empathy, deepen understanding through talk		Adventurers & Explorers – Why can we say that some passengers were adventurers? How can we link that to ourselves?
Vocabulary	Impact, research, evidence, experts, significant, recent, lifetime, a long time ago, recently, years, decades, centuries, monarchy, parliament, democracy, London, fire, flammable, disaster, eye witness, Samuel Pepys, Christopher Wren, architects, buildings, materials, 1666, The monument, evacuation, refugees	Christopher Columbus, Neil Armstrong, explorer, discover, journey, mission, astronaut, mission, port, trade, voyage, colonies, travel, New World, Renaissance, Italian, Spain, navigate, space travel, NASA, USA, Moon	Cunard, Titanic, First, Second, Third class, lifeboat, lifebelt, passengers, survivors, Captain Edward Smith, disaster, sink, iceberg, New York, Atlantic, propeller, White Star Line, unsinkable, Northern Ireland, Southampton
Key Concepts	Substantive knowledge 1) Monarchy 2) Invention, settlement, monarchy 3) Invention		Disciplinary 1) Chronology, Significance, Similarity & difference 2) Change and continuity, Chronology 3) Historical interpretations, significance, causation and consequence, chronology

Year Three

Lesson Sequence			
Each lesson has a key question. The component knowledge for each lesson corresponds.			
History Progression 'Component Knowledge'	<i>On completion of the unit, pupils will know...</i> L1 – Children will learn about pre-history and this covered a long period of time. L2 - Children will use evidence to make deductions about Stone Age man. L3 – Children will focus on the change and continuity in the Neolithic period with the	<i>On completion of the unit, pupils will know...</i> L1 – Children will look at artefacts/images to identify changes being made. L2 Children raise and answer relevant questions, they will look into why archaeologists can answer questions about	<i>On completion of the unit, pupils will know...</i> L1 – Children will be able to discuss the reasons for the Romans invading Britain. Understanding that there were raw materials & personal motivation.








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	<p>introduction of farming. Children will describe the significance of the changes.</p> <p>L4 – Children will look at evidence from archaeological dig to make decisions about how people lived in Skara Brae</p> <p>L5 – Children will use evidence to decide why they think Stonehenge was important, using different hypothesis and research to make an informed choice.</p>	<p>the past when there is no written evidence. They will understand the significance of a hill fort.</p> <p>L3 – Use the evidence they have found so far to make informed choices about the similarities and differences, and communicate which was better and why.</p> <p>L4 – Create a timeline showing an understanding of BC and AD. Where would the Roman period of Britain be? Children find evidence of what resources Britain had.</p>	<p>L2 – Children will develop the skill of interpretation, in particular looking at different accounts of the same event.</p> <p>L3 – Children will learn about Imperial control and the success of the army and the structure of the empire</p> <p>L4 – Children will look at similarities and differences between the Celts and Romans. They will be able to describe the significant changes.</p> <p>L5 – Children will look at the difficulties of running a vast empire and how the Romans were facing problems in Italy so the army went to support there.</p> <p>L6 – Children will think about what things we have in our society that were invented by the Romans. Can they link the significance? What still survives today?</p>
	Autumn	Spring	Summer
<p>Topic Enquiry Question:</p> <p>Lesson Key Questions:</p>	<p>TQ: How did Britain change during the Stone Age?</p> <ol style="list-style-type: none"> 1. What is pre-history? 2. KQ: Was Stone Age man simply a hunter and gatherer, only concerned with survival? 3. KQ: How different was life in the Stone Age when man started to farm? 4. KQ: What can we learn about life in the Stone Age from a study of Skara Brae? 5. KQ: Why was Stonehenge built? 	<p>TQ: Which had biggest impact, bronze or iron age?</p> <ol style="list-style-type: none"> 1. KQ: How much did life really change during the Iron Age and how can we possibly know? 2. KQ: Can you solve the mystery of the 52 skeletons of Maiden Castle? Source-based history mystery 3. KQ: Which was better, bronze or iron? 4. KQ: If you were Julius Caesar, would you have invaded Britain in 55BC? 	<p>TQ: How did the Romans change Britain?</p> <ol style="list-style-type: none"> 1. KQ: Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire? 2. KQ: Why did Boudica stand up to the Romans and what image do we have of her today? 3. KQ: How were the Romans able to keep control over such a vast empire? 4. KQ: How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and How do we know?



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		Comparison unit – Could look at farming/tools/homes/weapons/burials?	5. How can we solve the mystery of why this great empire came to an end? 6. How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?		
Cross curricular Links	Geography, Literacy, DT, Art	Geography, Literacy, DT, Art	Geography, Literacy, DT, Art, PSHCE		
Revisit and review opportunities	Sequence photographs from different periods of their lives and those of other people (Yr 2) Understand that we use dates to describe events in time i.e. 1666 Great Fire of London (Yr2) Make picture observations, compare photographs and raise questions (Yr 2) Recognise why events happened and what happened as a result (Yr 2)	Understand that we use dates to describe events in time Use historical terms/vocabulary Use artefacts/pictures to make observations about how the past is represented. Begin to question evidence and the reliability	Understand what AC BC (BCE) know that historians do not use 0 on a time line. Use key vocabulary about the passing of time Know that the movement of peoples/societies was not stop start, but a continuation & assimilation of people		
Curriculum Driver Links					
	Aspirational learners – what is an archaeologist? Why is their job important? What achievements have you made that were important to you? Clear Communicators - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.	Aspirational learners – what is an archaeologist? Why is their job important? What achievements have you made that were important to you?	Aspirational learners – what is an archaeologist? Why is their job important? What achievements have you made that were important to you? Global Learners – How did the Roman Empire impact the world? How does this compare to the ‘British Empire’? Clear Communicators – How did the Romans promote communication within the empire? Are their any similarities today in how we communicate? Children deepen their knowledge of the period through talk in the classroom		
Vocabulary	Cave painting, mammoth, Neolithic Man/Woman, fur pelt, throwing stones, spears, house, Skara Brae, antler, borer, hammerstone, jewellery, Stone age	Iron Age – Celts, farming, swords, daggers, arrow heads, round houses, smithing, hillforts, armour, shields	Romans – Invasion, Emperor, Legion, Senate, Settlement, Temple, Revolt, England, Ireland, Scotland, Wales, Europe, Soldier, Gods,		



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	Bronze Age Iron Age Pre-history Hunter-gatherer Farming, Crops Archaeologists Settlements Materials	Bronze Age – pottery, Stonehenge	Goddesses, Julius Caesar, Emperor Claudius, Boudicca, Celts
Key Concepts	Substantive knowledge <ol style="list-style-type: none"> 1) Settlement 2) Settlement/Invention 3) Invasion/Settlement 		Disciplinary <ol style="list-style-type: none"> 1) Change and continuity/Chronology 2) Causation and consequence/similarity and difference/Chronology 3) Significance/historical interpretations/Chronology/Similarity and difference

Year Four

Lesson Sequence			
Each lesson has a key question. The component knowledge for each lesson corresponds.			
History Progression 'Component Knowledge'	<p><i>On completion of the unit, pupils will know...</i></p> <p>L1 Pupils learn to ask high-quality historical questions. They grasp that we are still finding out about the Saxons 1300 hundred years later. They know that the Staffordshire hoard is the largest collection of gold and silver yet found. They will place events on a timeline. Children will use simple map skills.</p> <p>L2 – Children will know by end of 7th Century that Anglo-Saxons ruled most of Britain. That kingdoms were changing as was religion.</p> <p>L3 – Children learn about early Saxons and that they worshipped Gods. Children learn about how Christianity was spread and know this was not done quickly.</p> <p>L4 – Children will know that when Vikings came to Britain there were four kingdoms and one 200 years later. They will learn how close the Vikings came to conquering Britain.</p>	<p><i>On completion of the unit, pupils will know...</i></p> <p>L1 – Children will use a range of sources to interpret which of the evidence shows a true light of what a Viking looked like.</p> <p>L2 – Children will make comparisons between different accounts and make judgements based on these. Children will look at bias and what this means.</p> <p>L3 – Children will look at changes through time. Times when Vikings were successful and when they were not. Plotting chronology.</p> <p>L4 – Children will look at primary and secondary sources to see if attitudes about Vikings have changed.</p> <p>L5 Children will apply their knowledge of Viking place-name endings to look for settlement patterns, using maps to support.</p> <p>L6 – Children will look at the evidence of historians and how this has changed opinions</p>	<p><i>On completion of the unit, pupils will know...</i></p> <p>L1 – Children find out how transport changed the Industrial Revolution.</p> <p>L2 - To find out about the technological developments that changed transport and travel during the Industrial Revolution.</p> <p>L3 – Children will find out about the first steam powered trains and the impact this had on society.</p> <p>L4 – Children will learn about the period known as 'railway mania' and how it changed the face of Britain.</p> <p>L5 – Children will learn why the undergrounds were developed to face the growing transport issues in London. Children will use primary sources as historical evidence.</p> <p>L6 – Children will continue to look at how railway technology has advanced. They will</p>






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	<p>L5 – Pupils will list and think about Alfred’s greatest achievements. How his love of learning helped support his claim to the throne. Through looking at evidence they will decide which of his achievements were the ‘greatest’.</p> <p>L6 – Children will learn about the six main methods of punishment and which were the most effective at keeping rule.</p>	as Vikings as just being invaders and the fact that they settled and integrated into Saxon society.	decide if the railway had a positive effect on Britain/Manchester.
	Autumn	Spring	Summer
<p>Topic Enquiry Question:</p> <p>Lesson Key Questions:</p>	<p>TQ: Was the Saxon ‘Invasion’ a good thing?</p> <ol style="list-style-type: none"> 1. KQ: Why did the Anglo-Saxons invade and how can we possibly know where they settled? 2. KQ: What does the mystery of the empty grave tell us about Saxon Britain? 3. KQ: How did people’s lives change when Christianity came to Britain and how can we be sure? 4. KQ: How were the Saxons able to see off the Viking threat? This tells the story from 790-1066 5. KQ: Just how great was King Alfred, really? 6. KQ: Just how effective was Saxon justice? 7. KQ: So how dark were the dark Ages, really? 	<p>TQ: Who were the Vikings and where were they from?</p> <ol style="list-style-type: none"> 1. KQ: What image do we have of the Vikings? 2. KQ: Why have the Vikings gained such a bad reputation? 3. KQ: How did the Vikings try to take over the country and how close did they get? 4. KQ: How have recent excavations changed our view of the Vikings? 5. KQ: What can we learn about Viking settlement from a study of place name endings? (Geography links) 6. KQ: Raiders or settlers: how should we remember the Vikings? 	<p>How have the railways changed since Victorian times?</p> <ol style="list-style-type: none"> 1. KQ: What was the Industrial Revolution & how did it change Britain? 2. KQ: Who was James Watt? How did his steam engine work? 3. KQ: Why would Victorians want to travel by steam and not horse power? 4. KQ: ‘Let the train take the strain’ – what did an expanding railway mean for people in Victorian Britain? 5. KQ: Why would an underground railway change the lives of Londoners? 6. KQ: Are the railways still as vital today as they once were? <p>Look into local railway – make use of Census Links with canal – (Contact Wellacre History) Twinkl also have similar MTP</p>



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Cross curricular Links	Geography, Art, DT, PSHCE, ICT, Literacy		PSHCE, Geography, Art, DT, ICT, Literacy		Geography, Art, DT, ICT, Literacy	
Revisit and review opportunities	<p>Understand what AC BC (BCE) know that historians do not use 0 on a time line.</p> <p>Use key vocabulary about the passing of time in the correct context</p> <p>Know that the movement of peoples/societies was not stop start, but a continuation & assimilation of people</p> <p>Did the Saxons continue to use anything the Romans left behind? If not why not?</p>		<p>Understand what AC BC (BCE) know that historians do not use 0 on a time line.</p> <p>Use key vocabulary about the passing of time in the correct context</p> <p>Know that the movement of peoples/societies was not stop start, but a continuation & assimilation of people</p> <p>Why do we think the Vikings came? What did Britain have that they wanted? What were conditions like in their own country? Were any people refugees/slaves?</p>		<p>Chronology – Understand how to use a timeline, know the difference between BC/AD</p> <p>Use Key vocabulary for the passing of time</p> <p>Ask questions about the past & find answers using research</p> <p>Links with our locality (Remembrance/School history)</p> <p>Present ideas/findings in different ways (written/drama/art/orally/debate)</p> <p>Use different sources to make informed judgements about the past.</p> <p>Links with Year 1 – going to the seaside – travel by train making seaside more accessible for families</p>	
Curriculum Driver Links						
	<p>Aspirational learners – what is an archaeologist? Why is their job important? What achievements have you made that were important to you?</p> <p>Clear Communicators - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p>		<p>Aspirational learners – what is an archaeologist? Why is their job important? What achievements have you made that were important to you?</p> <p>Clear Communicators - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p>		<p>Clear Communicators - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p> <p>Healthy Advocates – Was the railway a good thing people/environment?</p> <p>Adventurers & Explorers – How would it have felt to be one of the first passengers? Links with first flight</p>	
Vocabulary	<p>Anglo-Saxons, Romans, Jutes, Angles, Saxons, Gods, Picts, Scots, Exile, Branding, Wergild (payment system)Pagan/paganism, Britons, jewellery, runes, coins, cremation pot, bronze helmet, Offa's Dyke, thatched wooden house, Sutton Hoo, Kent, Wessex, East Anglia, St Bede, Bayeux Tapestry</p>		<p>Vikings, Baltic, Iceland, fighting, barbarian, Europe, England, Britain, Ireland, Scandinavia, empire, plunder, attack, battlefield, brutal, brutality, anvil, helmet, King, medieval, myth, sail, savage, armies, enemy, expedition, Gods, loot, lands, navigation, coastal, combat, invade, invader, pillage, seas, challenge, destroy, heathen, raids, settlements,</p>		<p>Transport, Railway, Industrial Revolution, Steam engine, locomotive, trade, Stephenson, Watt</p>	



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		compass, conquest, shield, voyage, ships, warfare, foreign, century, fierce, travel, saga, descendants	
Key Concepts	Substantive knowledge 1) Monarchy/Settlement 2) Invasion/Settlement 3) Invention	Disciplinary 1) Change and continuity, similarity and difference/Chronology 2) Causation and consequence, Chronology, Similarity and difference 3) Significance, Chronology, similarity and difference	

Year Five

Lesson Sequence			
Each lesson has a key question. The component knowledge for each lesson corresponds.			
History Progression 'Component Knowledge'	<p><i>On completion of the unit, pupils will know...</i></p> <p>L1 - Children understand that this was a period of rapid changes and can identify differences between beginning and end of long reign, e.g. railways at start, cars at end.</p> <p>L2 - Children understand industry changed most rapidly in the northern towns based on coal, water and good transport system to supply imports from nearby ports. They will understand the differences between the class system and how factories were not nice places to work but there was not much else for workers.</p> <p>L3 – Children understand that towns grew very quickly with no planning but this was better than staying in the countryside.</p>	<p><i>On completion of the unit, pupils will know...</i></p> <p>L1 – Children will share what they already know about Egypt. They will compare this with other civilisations who were around at the time. Use time line.</p> <p>L2 – Children will learn about archaeological skills, they will use map skills to look at the importance of the Nile.</p> <p>L3 – Children will learn about how artefacts are excavated. Who was funding them and what they tell us about an ancient civilisation.</p> <p>L4 – Children will look at artefacts to make decisions about the lives of every day Egyptians. What can objects tell us - Interpretations.</p>	<p><i>On completion of the unit, pupils will know...</i></p> <p>L1 – Children will locate Greece on a map and timeline. Making comparisons with other ancient civilisations at the time around the world.</p> <p>L2 – Children will look for internal clues on Greek pottery and make simple deductions. They will make interpretations about their ideas.</p> <p>L3 – Children will use artefacts from the British Museum to investigate the role of women in Greece. They will decide if there is not much evidence why this is.</p> <p>L4 – A practical lesson around the Greek democracy. Children will make links with then and now.</p>






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	<p>L4 – Children will look at the changes for all in society including children and women. They will also understand the speed of the change.</p> <p>L5 – Children will learn that schooling became compulsory, but even with 1870 Act many children had to work.</p> <p>L6 – Children understand that bias is involved and they will look at a range of evidence as to who the Victorian era was ‘Golden’.</p>	<p>L5 – Children will understand that Egyptians wanted a good life in the afterlife and this meant taking possessions to their graves. The ritual of death was very important.</p> <p>L6 – Children will work together to look at evidence from a range of ancient civilisations and compare and contrast. Looking at similarities and differences.</p>	<p>L5 – Children will learn about the Olympics and where it was held and the significance then and now. Similarities and differences.</p> <p>L6 – Children will investigate the legacy left behind by the Ancient Greeks. They will make informed decisions about the things which were positive and those which were not.</p>
	Autumn	Spring	Summer
<p>Topic Enquiry Question:</p> <p>Lesson Key Questions:</p>	<p>Did the Victorians make Britain Great?</p> <ol style="list-style-type: none"> 1. KQ: What were the main changes that took place during this time? 2. KQ: Why is it so difficult to find out what factory conditions were really like? 3. KQ: How did town life compare to life in the countryside at this time? 4. KQ: What were the main changes in transport and did everyone benefit? 5. KQ: What can we learn about Victorian times from a study of : Focus: Characteristic features of society a)schools b)workhouses c) climbing boys 6. KQ: Were the Victorian times a Dark Age or a Golden Age? 	<p>Egyptians – So you think you know Egypt?</p> <ol style="list-style-type: none"> 1. KQ: What do we already know about Ancient Egypt? 2. KQ: How can we discover what Ancient Egypt was like over 5,000 years ago? 3. KQ: What sources of evidence have survived and how were they discovered? 4. KQ: What does the evidence tells us about everyday life for men, women and children? 5. KQ: What did the Ancient Egyptians believe about life after death and how do we know? 6. KQ: What did Ancient Egypt have in common with other civilizations from that time? 	<p>TQ: What were the greatest achievements of Ancient Greece?</p> <p>KQ 1. KQ: How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</p> <p>KQ 2. What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?</p> <p>KQ 3. What was it like to be a woman in Greece?</p> <p>KQ 4. Why was Greek democracy smashing?</p> <p>KQ 5. What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?</p> <p>KQ 6. In what ways have the Ancient Greeks influenced our lives today?</p>



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Cross curricular Links	Geography, Art, Speaking & Listening, Literacy		Geography, Art, Speaking & Listening, Literacy		Geography, Art, Speaking & Listening, Literacy	
Revisit and review opportunities	Making links with Year 4 topic on Railways and their impact on Victorian Britain – Trade Life of people – make comparisons between Victorians and Stuarts (GFL period) How did the railway grow the empire? Promote Britain? Ensure Britain could continue to grow?		Children have learnt about the achievements of British prehistory and specifically how life changed as time progressed. They have also learnt about the Roman invasion on Britain and the power of the Roman Empire. They have explored what significance means through examining the Roman legacy. Links with religion/farming/art from other periods Geographical links North Africa		The meaning of BC and AD and their mathematical status in history and using a timeline Geographical physical features of the country of Greece The climate of Greece and weather conditions The meaning of democracy Where Greece is located on a world map	
Curriculum Driver Links						
	<p>Clear Communicators - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p> <p>Global Citizens – How did advancements in travel allow Victorians to spread the commonwealth?</p>		<p>Aspirational Learner – What is an archaeologist? Why is it an important job? What skills do you need?</p> <p>Clear Communicators - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p> <p>Adventurers & Explorers - Howard Carter spent 7 years digging in the Valley of the Kings before his greatest discovery. He never gave up! What can we learn from his actions? How do you think his emotions changed throughout this time?</p>		<p>Aspirational Learner – What is an archaeologist? Why is it an important job? What skills do you need?</p> <p>What was the role of women in Ancient Greece? How does this compare today?</p> <p>Clear Communicators - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p>	
Vocabulary	Victorians, Queen Victoria, Cotton, Railway, Mills, child labour, Barnardos, factory, town, country, Industry, work house		Civilization, beliefs, Religion, achievements, status, sacrifice, hierarchy, society, system, archaeologist, artefact, kingdom		Ancient, Civilisation, city states, empire, legacies, democracy, primary source, secondary source, Athens, Sparta, culture, laws, justice, achievements, legacy	



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Key Concepts	Substantive knowledge	disciplinary
	<ol style="list-style-type: none"> 1) Invention 2) Society 3) Society/Invention 	<ol style="list-style-type: none"> 1) Chronology/ Change and continuity/Significance/Historical interpretations 2) Chronology/Similarities and differences/Significance/Historical interpretations 3) Chronology/Significance/Similarities and differences

Year Six-

Lesson Sequence			
Each lesson has a key question. The component knowledge for each lesson corresponds.			
History Progression 'Component Knowledge'	<p><i>On completion of the unit, pupils will know...</i></p> <p>L1 – This is an introduction to the topic, children will investigate where the Maya lived and where they appear on a timeline.</p> <p>L2- Children</p> <p>L3- Children will speculate and make deductions from a range of visual clues. They will begin to know some of their achievements and know they had cities which rival ours today in size.</p> <p>L4 – Children will make valid reasons for growth and some will be able to compare this with the expansion of the Roman Civilisation.</p> <p>L5 – Pupils will understand that society was hierarchical and that some evidence is through archaeology but also speculation. Children will learn that we often know more about the wealthy than the poor in any society and discuss why this could be.</p>	<p><i>On completion of the unit, pupils will know...</i></p> <p>L1 – Topic glossary and timeline work to develop an understanding of the period. Children will discuss why Britain was going to war so close to WWI. What were the reasons. Children will debate whether or not Britain should've joined the war.</p> <p>L2 – Children will use interpretive skills to make decisions based on an image. Children will use first-hand accounts to understand what life was like for an evacuee.</p> <p>L3 – Children will work collaboratively to look through the reasons Britain stood firm and decide which were the most effective and why.</p> <p>L4 – Children will investigate the different roles played by members of society including women. They will decide if these roles had a positive contribution to the war effort.</p> <p>L5 – Children will learn about the concepts of propaganda, and censorship during WWII. They will compare this with modern day examples.</p>	<p><i>On completion of the unit, pupils will know...</i></p> <p>L1 – Using their knowledge from the previous unit children will find evidence of impact of war on Manchester.</p> <p>L2 – Children will look at how life in the UK changed after the war. Jobs, housing, etc</p> <p>L3 – Children will know that after the war Churchill did not remain as Prime minister but did return in 1951. Know that social change occurred including the introduction of a National Health Service in Trafford. They will learn about the 'Windrush' generation and the impact that had on the UK.</p> <p>L4 – Children will learn about the NHS and the impact on our society. They will learn about important figures within the NHS over the last 70 years.</p> <p>L5 – Children will learn that after WWII Britain was not as powerful, and many countries within the commonwealth wanted to be independent.</p>








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	<p>L6 – Children will raise valid historical questions and make inferences beyond the literal. Pupils will be shown the artefacts left behind and how historians are now interpreting these. They will learn that the Maya had a writing system that was only partially understood more recently.</p> <p>L7 – Sensitivity is required – Understand why human sacrifice was practised. To appease Gods, to make links with Britain at the same time as systems and laws were different then also.</p> <p>L8 - Children to use interpretation skills to look for similarities and differences in both writing systems.</p>	<p>L6 – Children will research from a range of sources what VE day was like for those who were there. They will think about those people at home, soldiers and those who may have been held prisoner.</p>	
	Autumn	Spring	Summer
<p>Topic Enquiry Question:</p> <p>Lesson Key Questions:</p>	<p><u>Who were the Maya and why do we study them?</u></p> <ol style="list-style-type: none"> 1. KQ: When did the Mayan civilization rule? 2. KQ: Where did Maya live? 3. KQ: Why do you think we study Ancient Maya in school? 4. KQ: When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong? 5. What was everyday life like in Mayan Civilisation? 6. What was life like for Mayans 1000 years ago? (Assessment) 7. KQ: If the Maya were so civilized, why then did they believe in human sacrifice? 	<p><u>Why was the Battle of Britain a significant turning point for the United Kingdom in World War 2?</u></p> <ol style="list-style-type: none"> 1. KQ: Why did Britain go to war in 1939? 2. KQ: Why was it necessary for children to be evacuated and what was evacuation really like? 3. KQ: How was Britain able to stand firm against the German threat? 4. KQ: How did people manage to carry on normal life during the war and how do we know? 5. KQ: Why is it so difficult to be sure what life on the Home Front was really like? 6. KQ: What was VE day really like? 	<p><u>How did Britain rebuild itself after the war?</u></p> <ol style="list-style-type: none"> 1. KQ: How was Britain and British people affected by events during the Second World War? What was the affect in our locality? 2. KQ: How did the lives of British people change post war? 3. KQ: Why did British people want a significant change in the way Britain was governed? 4. KQ: How did the creation of the NHS improve the lives of people living in Britain? 5. KQ: How did the British Empire change after the Second World War?



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	8. KQ: What is the difference between our writing system and that of the Maya?	7. KQ: Why did Germany lose the 'Battle of Britain?' (optional)	6. KQ: Why did people migrate from Caribbean countries to Britain after the Second World War? 7. KQ: Was the building of new towns after the Second World War a good thing?		
Cross curricular Links	Geography, Art, Speaking & Listening, Literacy, Maths	Geography, Art, Speaking & Listening, Literacy, PSHCE	Geography, Art, Speaking & Listening, Literacy, PSHCE		
Revisit and review opportunities	Children have learnt about the achievements of British prehistory and specifically how life changed as time progressed. They have also learnt about the Roman invasion on Britain and the power of the Roman Empire. They have explored what significance means through examining the Roman legacy. Then developed this further learning about subsequent civilisations and the impact they had on the world. Links with religion/farming/art from other periods Geographical links North Africa/Europe	Make links with British/European geography taught in previous year groups. Build upon this knowledge with specific cities that were prominent during WWII. Make comparisons with Victorian period and struggles people in society faced. Was wartime harder? If so why? Do we think humans learn anything from history? What lessons could/should we learn? Why? Propaganda through time – how have previous generations/governments used it	Comparisons with British Empire from its height of power to post-war Britain. How did this change? Why? Links with previous topics regarding immigration of Britain post 1066. How could we make links with Windrush generation?		
Curriculum Driver Links	<div><div>Aspirational Learners</div></div>	<div><div>Adventurers & Explorers</div></div>	<div><div>Healthy Advocates</div></div>	<div><div>Clear Communicators</div></div>	<div><div>Global Citizens</div></div>
	Clear Communicators - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively. Aspirational Learner – What is an archaeologist? Why is it an important job? What skills do you need?	Clear Communicators - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively. Aspirational Learners – What role did women have to play in the war effort?	Clear Communicators - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.		
Vocabulary	Agriculture, Astronomy, City state, Code, Glyph, Hierarchy, Maize, Sacrifice, Settlement, Temple, irrigate, archaeologist, port, hostile, comparing,	Allies, Axis, Nazi Party, Atomic Bomb, annex, propaganda, active service, air force, squadron, radar, mobilisation, fascism, debt, republic, anti-	WWII, Churchill, Nazis, post-war, empire, NHS, rationing, Windrush, Caribbean, India, Pakistan		



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	artefacts, drought, crops, historian, kingdom, ravine, abandoned, invade, trade	semitism, unemployment, Interception, overthrow, citizen, occupation, state, pact, natural resources, Star of David, Anderson Shelter, Hitler, Churchill, soldier, air raid shelter, evacuation, gas masks, name tags, trains, rationing, coupons, blackout, gramophone, siren	
Key Concepts	Substantive knowledge 1) Society 2) Invasion 3) Society	Disciplinary 1) Change and continuity/similarity and difference/Chronology 2) Causation and consequence/Historical Interpretations/Chronology 3) Significance/Change & Continuity/Chronology	