

**Welbourn C of E Primary School**

‘Believe, Excite, Succeed, Together’

History Long Term Plan

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| --- | --- | --- | --- |
| KS1 – Cycle A | Autumn | Spring | Summer |
| History POS | ***Chronology:*** *how to**order events and impact of historical events/ people.* *Talk in depth about the theme in relation to other historical events including modern day.* ***Sources:*** *know how to distinguish between fact and opinions and giving reasons.* *Know the difference between primary and secondary sources.* *Gain a deeper understanding of comparing historical sources and suggest the validity.* *Know how it is used to make historical claims.* ***Historical enquiry:*** *question, understand and know significant events, analyse trends.* ***Analyse****: know why something happened and the impact. Study of a famous person and their legacy.*  | ***Chronology:*** *how to**order events and impact of historical events/ people.* *Talk in depth about the theme in relation to other historical events including modern day.* ***Sources:*** *know how to distinguish between fact and opinions and giving reasons.* *Know the difference between primary and secondary sources.* *Gain a deeper understanding of comparing historical sources and suggest the validity.* *Know how it is used to make historical claims.* ***Historical enquiry:*** *question, understand and know significant events, analyse trends.* ***Analyse****: know why something happened and the impact. Study of a famous person and their legacy.*  | ***Chronology:*** *how to**order events and impact of historical events/ people.* *Talk in depth about the theme in relation to other historical events including modern day.* ***Sources:*** *know how to distinguish between fact and opinions and giving reasons.* *Know the difference between primary and secondary sources.* *Gain a deeper understanding of comparing historical sources and suggest the validity.* *Know how it is used to make historical claims.* ***Historical enquiry:*** *question, understand and know significant events, analyse trends.* ***Analyse****: know why something happened and the impact. Study of a famous person and their legacy.*  |
| Key objectives | 1/2 | 1/2 | 1/2 |
| Key concepts  | Community and culture (Legacy, civilisation)Exploration and invention (Discovery, progress) | Community and culture (Legacy, religion and belief, economy/trade)Exploration and invention (Discovery, progress)Hierarchy and power (inequality) | Community and culture (Legacy, civilisation economy/trade, settlement)Exploration and invention (Discovery, progress)Hierarchy and power (monarchy) |
| Topic  | Toys- How are toys different to a long time ago? | Why is Mary Anning remembered? | How did the Great Fire of London start? |
| Chronological events  | Organise a number of artefacts by ageKnow what a number of older objects were used forKnow the main differences between their toys and that of their grandparentsTo know about changes over time. To know about past and present.  |  | To know about changes from a long time ago. To know how to place events in order. To know what a timeline is. To know about past and present.  |
| Knowledge and interpretation  | To know about the toys we use todayTo know that the toys their grandparents played with were different to their ownTo know what toys were made from in the past and today.To know what a number of older objects/toys were used forTo know how Victorian toys compare to modern toys |  | To know how London has changed over timeTo know what happened on the night of 2nd September 1666 To know how the Great fire of London started and spreadTo know about a famous person from the past and explain why they are famous- Samuel Pepys To know and understand that the past hasbeen interpreted in different waysTo know how King Charles made London better |
| Use of sources | To look at artefacts. To handle artefacts with care. . To look at artefacts and compare photos.  |  | . To compare pictures, photographs and descriptionsTo know what a source is and discuss how effective a source is.To compare a range of sources |
| Historical enquiry  | To explore artefacts and ask questions. To find things the same and things that are different. To compare and contrast. To ask and ask questions about artefacts.  |   | To question why things happen and give explanations. To ask historical questions to find answers about the past. To use stories to understand concepts from the past.  |
| Significant people  |  |  | To know who Samuel Pepys wasTo know about John Evelyn and Samuel PepysTo know about King Charles |
| Key skills  | To ask questions about why things happen. To place pictures in order. Use historical based language when talking about the past. To know similarities and differences between themselves and others. |  | To ask and answer ‘how; and ‘why’ questions. To know and use different ways to represent the past (using photos, stories)To show understanding that the past hasbeen interpreted in different waysTo recognise why people acted in a certain way and why events happened in the past (cause and effect)To explore points of view of people from the past.  |
| Key vocabulary  | WoodenPastPresent FirstLastBeforeAfterBorn FamilyParents Grandparents Siblings  |  |  AfraidAlarmBakery BakerBuildingBurnsCityDestroyedDisasterCloseEmergencyEscapedHotHouseLondonPudding LaneRebuildStreetsSmokeRubbleWoodenWaterriver |