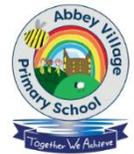
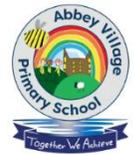


History long-term plan



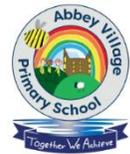
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------------|--|----------|----------|----------|--|----------|
| <u>Sunnyhurst</u> Cycle A | Are iPads more fun than your grandparents' toys? | | | | | |
| | <p>Key Coverage: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Key knowledge: Know that the toys their grandparents played with were different to their own. Organise a number of artefacts by age Know what a number of older objects were used for. Know the main differences between their school days and that of their grandparents.</p> | | | | | |
| <u>Sunnyhurst</u> Cycle B | How have people like Rosa Parks made the world a safer place? | | | | What was Blackpool like in the past? | |
| | <p>Key Coverage: The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Key Knowledge: Know about a famous person from outside the UK and explain why they are famous. Name a famous person from the past and explain why they are famous</p> | | | | <p>Key Coverage: events beyond living memory A comparison of Blackpool in the past to now. Explore the differences in entertainment and clothing. Significant historical events, people and places in their locality. Visit to Blackpool.</p> <p>Key Knowledge: Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts Know that children's lives today are different to those of children a long time ago</p> | |

History long-term plan



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------------|---|----------|---|----------|--|----------|
| <u>Anglezarke</u> Cycle A | What if there had never been a fire on Pudding Lane? The great fire of London | | | | What does an explorer find? Significant individuals Christopher Columbus/ Neil Armstrong | |
| | <p>Key coverage: Great fire of London. Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>).</p> <p>Key knowledge People in the past by describing some of the topics, events, and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events</p> | | | | <p>Coverage Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>).</p> <p>Key knowledge Understand historical concepts and use them to make simple connections and draw contrasts. Know the names and some details about the lives of 2 contrasting explorers. Know what they discovered and the impact this has had.</p> | |
| <u>Anglezarke</u> Cycle B | | | Why was there a railway in our village? Aspect of history significant in the locality- The History of the Railway | | | |
| | | | <p>Coverage Aspect of history significant in the locality events beyond living memory that are significant nationally or globally</p> <p>Key Knowledge Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts Know that children's lives today are different to those of children a long time ago (Local mills)</p> | | | |

History long-term plan



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------|--|----------|--|----------|---|----------|
| Roddlesworth Cycle A | Why should Britain be ashamed of the slave trade? Significant events in history Beyond 1066 | | What if you lived in Ancient Greece? Achievements and their influence on the Western World | | What if you were born in Saxon times? End of Roman empire to 1066 (Chronology) | |
| | <p>Key Coverage Significant events in history Beyond 1066</p> <p>Key Knowledge Know how Britain was involved in the slavery trade. Know about the way slaves were moved from Africa to America Know that it took many years of petitioning before the slave trade ended Know about the work of William Wilberforce and others to bring an end to the slave trade. Have an understanding of slave auctions.</p> | | <p>Key Coverage: Ancient Greeks</p> <p>Key Knowledge know that Ancient Greeks believed in a number of Gods. know where Greece is and point to it on a map. Know some of the main characteristics of the Athenians and the Spartans Know about the influence the gods had on Ancient Greece Know at least five sports from the Ancient Greek Olympics know that Ancient Greeks have been associated with the birth of democracy. know how the Ancient Greeks impacted on our lives today.</p> | | <p>Key Coverage: Britain's settlement by the Anglo Saxons and Vikings Chronology to 1066</p> <p>Key knowledge Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</p> | |
| Roddlesworth Cycle B | From Stone age Britain to the end of the Roman occupation: How did Britain change? Changes in Britain from stone Age to 1066. | | | | What if the Romans had never invaded Britain? Roman Britain | |
| | <p>Key Coverage The Stone age period Roman occupation of Britain</p> <p>Key knowledge: Know how Britain changed between the beginning of the stone age and the iron age. Know the main differences between the stone, bronze and iron ages. Know what is meant by 'hunter gatherers' Know how Britain changed from the iron age to the end of the Roman occupation. .</p> | | | | <p>Key Coverage: Roman Britain</p> <p>Key knowledge: Know how the Roman occupation of Britain helped to advance British society. Know how there was resistance to the Roman occupation and know about Boudica. Know about at least one famous Roman emperor Know that Romans came to Britain 2000 years ago. Know that the Romans conquered Britain but left Britain with many important features, such as roads. Know that the Roman army was immensely powerful and had many weapons. Know that Roman gladiators would fight for entertainment.</p> | |



History long-term plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------|---|----------|---|----------|---|----------|
| Roddlesworth | How could Hitler have convinced a nation like Germany to follow him to war? | | The Ancient Egyptians | | Who were the Mayans and what did we learn from them? | |
| Cycle C | British History- World War 2 | | The achievements of the earliest civilisations | | The Mayan way of life and impact on society. | |
| | <p>Key Coverage Theme within WW2 The impact on the UK by Hitler's actions</p> <p>Key knowledge Know why world war started Know why Hitler became so powerful and why so many people agreed with his views Know who Winston Churchill was and why he was a significant person during World War 2 Know about the holocaust and how Jewish people were treated Know how children in Britain and Germany coped with the war</p> | | <p>Key Coverage The achievements of the earliest civilisations</p> <p>Key Knowledge Know about, and name, some of the advanced societies that were in the world around 3000 years ago Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty</p> | | <p>Key Coverage Study of a non-European advanced civilization from 1000 years ago.</p> <p>Key knowledge Know about the impact that the Mayan civilization had on the world. know why they were considered an advanced society in relation to that period of time in Europe. know where Mexico is. know what the link is between the Mayans and chocolate. know that the Mayan civilization knew a great deal about sound technology know that the Mayans knew a great deal about the sun and light.</p> | |