



History Long Term Planning

'Achieve Excellence'



What does it mean to get better at History at Wimboldsley

Our history curriculum at Wimboldsley develops 'layers' of historical knowledge, which children can draw upon to make sense of more complex ideas, and to construct their own historical arguments and accounts. They develop an understanding across four main threads; **Settlement and Invasion**, **Societal Change**, **Empires** and the **History of our Locality**..

We aim to build children's skills in chronology, continuation and change, cause and consequence, the use of sources and concluding their findings - building on these skills progressively.

Substantive - I know that...

Disciplinary - I know how to...

Disciplinary skills have been grouped into these 5 key groups:

<u>Chronology, knowledge and understanding of History:</u>	<u>Continuity and change (between periods):</u>	<u>Cause and Consequence:</u>	<u>Using and Understanding interpretations and sources for evidence:</u>	<u>Concluding:</u>
Sequence 3 events, photographs or objects onto a timeline. Use the words past and present; long long ago, long ago and now to compare different objects/ people/ events. Use past and present when describing events	Talk about some similarities and differences between my life and people from the past	Talk about why/ what/ how events happened.	Use photographs, artefacts and books to answer questions about Historical events/people.	Talk about what I found out.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<u>People and Communities</u> <u>Societal Change</u>		<u>When I Was a Baby...</u> <u>Societal Change</u>		<u>Past and Present</u> <u>Societal Change</u>	

<p>END POINTS:</p>	<p>Show an interest in their own life and in the life of people who are important to them.</p> <p>Join in with customs and routines.</p> <p>Talk about events in their own experience.</p> <p>Show an interest in occupations and ways of life.</p> <p>Understand that Remembrance Day happened in the past.</p> <p>Use and understand the phrases 'long time ago' and 'long, long time ago'.</p> <p>Listen to a range of stories and understand that some are real and some are not real (or fact or fiction).</p>	<p>Sequence photos on a timeline from different parts of their past..</p> <p>Recognise that people are babies at different times.</p> <p>Recognise similarities and differences between themselves and others.</p> <p>Ask questions about someone's past.</p> <p>Describe family events for themselves or for other people which are important.</p> <p>Use storytelling - which links to historical events, and describe the setting, characters and events from these stories.</p>	<p>History of our Locality</p> <p>Understand the chronology of their own lives and other people's lives through practical timelining with photos..</p> <p>Meet an older person - a nursing home visit.</p> <p>Tell someone about events in their lives drawing on experience.</p> <p>Ask 'how' or 'why' questions to find out about someone's past.</p> <p>Understand how different people play a role in society.</p> <p>Know similarities and differences between aspects of life in the past and now</p> <p>Use storytelling - which links to historical events, and describe the setting, characters and events from these stories.</p>
<p>Vocabulary</p>	<p>Auntie, Uncle, Cousin, Parent, Grandparent, Family, Young, Old Festival names (as appropriate), Remembrance, Celebrate, long time ago, long long time ago</p>	<p>long time ago, long long time ago, big, small, old, young, parents, grandparents, same, different,</p>	<p>Smaller, bigger, younger, older, in the past, now, change, different, job</p>
<p>Year 1</p> <p>END POINTS:</p>	<p><u>When We Were Young</u> <u>Societal Change</u> <u>History of our Locality</u></p> <p>Know that our school opened over 100 years ago and to plot it on a timeline.</p> <p>Describe our school now and how it compares to the past.</p> <p>Use artefacts (logbook and aerial photos) to explore how the school has changed over time.</p> <p>Order toys in chronological order using the terms 'old, older and oldest'.</p> <p>Compare today's toys with toys from their parents and grandparents.</p>	<p><u>Modern Monarchs</u> <u>Societal Change</u> <u>Empires</u></p> <p>Timeline the events of Queen Elizabeth's reign in chronological order (coronation, jubilees, death)</p> <p>Understand what a coronation is and retell the events of when Elizabeth II became queen..</p> <p>Understand the line of succession to the throne (as far as George).</p> <p>Use photographs and video footage to understand the life and responsibilities of Queen Elizabeth II.</p> <p>Understand the role of a monarch (King Charles III). Duties, responsibilities.</p>	<p><u>Holidays of the Past</u> <u>Societal Change</u> <u>History of our Locality</u></p> <p>Understand what the term 'Victorian' means and understand the chronology of this era of time.</p> <p>Use artefacts and postcards to explore how holidays have changed.</p> <p>Name activities that Victorians enjoyed at the seaside (Punch and Judy, Promenade, Bandstands, Bathing Machines).</p> <p>Identify buildings that were built during Victorian times (promenade, pier).</p> <p>Identify differences and similarities between current holidays and Victorian holidays.</p>

Locality	Museum of Childhood - Sudbury?		Llandudno - North Wales
Vocabulary	Timeline, chronological Parents, Grandparents, Great grandparents, Differences, Similarities, Modern, Past, present, old, older, oldest, material	Monarch, Queen, King, Reign, coronation, jubilee, Royal family, tradition, duty, rule, succession	arcades, Seaside, Beach, Cliff, Pier, Now, Then, A long time ago, Promenade, bathing machine, bandstand, Victorian
Year 2	The Titanic Societal Change (1912)	Nurturing Nurses- Florence Nightingale Societal Change (1820-1910)	Fire! Fire! Societal Change (1666) History of our Locality
END POINTS:	<p>Place the events of the Titanic on a key events timeline</p> <p>Understand what the Titanic was and why it was so famous.</p> <p>Research life onboard and how this is compared between different classes of passengers.</p> <p>Understand the reasons behind the Titanic sinking.</p> <p>Understand the experiences of passengers onboard using first hand accounts and primary sources.</p> <p>Discuss why so many lives were lost when the Titanic sank.</p>	<p>Place the order of the Crimean war, on the key events timeline.</p> <p>Know the conditions of hospitals during the time of the Crimean War</p> <p>Explain the treatments and equipment used in healthcare at the time of War..</p> <p>Understand how Florence Nightingale's work in helping injured soldiers during WWI.</p> <p>Compare the methods and equipment used Florence Nightingale and modern day nurses.</p>	<p>Place the order of the Great Fire, on the key events timeline.</p> <p>Sequence the events of the Great Fire of London</p> <p>Describe the causes and consequences of the fire.</p> <p>Compare and explain how fire fighting has changed over time.</p> <p>Explain the impact the fire had on the city.</p> <p>Use paintings and diaries to find out more about the fire.</p> <p>Compare the Great Fire of London to the Great Fire of Nantwich.</p>
Locality	Liverpool Museum	Leighton Hospital	The Great fire of Nantwich - 1583
Vocabulary	Titanic, voyage, ocean liner, ship, passenger, class, onboard, captain, unsinkable, survivor, disaster, iceberg, collision	War, Century, significant, improved, unsanitary, influential, compare, soldier, equipment names, modern	Fire, flammable, firefighter, bakery, cause, housing, cart, hook, gunpowder, River Thames, Nantwich, London
Year 3	Roman Britain Settlement and Invasion Societal Change Empires History of our Locality	The History of Middlewich Settlement and Invasion Societal Change Empires History of our Locality	Anglo Saxons, Scots and Vikings Settlement and Invasion Societal Change Empires
END POINTS;	Describe what Britain was like before the	Understand the chronology of Middlewich.	Understand the chronology of the Anglo Saxons,

	<p><u>Roman invasion.</u></p> <p>Place the order of the events of Roman Britain on a timeline.</p> <p>Retell the attempted invasion of Julius Caesar.</p> <p>Know that in 43AD, Romans travelled from Italy to invade Britain and that the emperor in charge was Claudius.</p> <p>Use historical sources to describe what life was like in Roman Britain.</p> <p>Explain how Chester was changed by the Romans.</p> <p>Understand the impact of the British resistance - Boudicca's fight against the Romans.</p> <p>Compare and contrast life in Roman Britain with modern day living</p>	<p><u>Identify key features of life in Middlewich.</u></p> <p>Explain that the Romans were influential to the creation of Middlewich (Salinae)</p> <p>Explain the importance of Harbutts Field to Middlewich</p> <p>Describe why and how Middlewich has changed over time.</p> <p>Explore artefacts and other primary sources to gain an understanding of the history of our locality.</p>	<p>Scots and Vikings.</p> <p>Study archaeological evidence to understand the significance of Sutton Hoo.</p> <p>Find out who the Anglo- Saxons were and where they came from.</p> <p>Investigate who the Picts and Scots were and where they lived.</p> <p>Use various historical sources to find out about Anglo-Saxon life.</p> <p>Understand the significance of Viking invasion.</p> <p>Recall facts about Edward the Confessor and his death in 1066.</p>
Locality	<p>Chester Chester museum</p> <p>Why did the Romans settle in Chester?</p>	<p>Middlewich Heritage Museum - The Roman Trail of Middlewich and Harbutt's Field.</p> <p>Roman Resource Box.</p>	
Vocabulary	<p>Roman, Invasion, Conquest, Julius Caesar, Aqueduct, Roads, Gladiator, Colosseum, Amphitheatre, Evidence, BCE/ CE, Era, Boudicca, resistance,</p>	<p>Middlewich, Roman, settlement, Harbutt's Field, fort, infantry, Salinae, salt, production, source, roads, ___wich</p>	<p>Anglo-Saxons, Vikings, Scots, Picts Archaeology, Sutton Hoo, Settlement, Invasio,, Sources, Edward the Confessor, Culture, bronze helmet. Long boat, warrior, shield, Jorvik</p>
Year 4	<p>Anglo Saxons, Scots and Vikings - FOR AUTUMN 2022 ONLY Settlement and Invasion Societal Change Empires</p>	<p>Ancient Egypt Societal Change Empires</p>	<p>The Tudors Settlement and Invasion Societal Change</p>
END POINTS	<p>Understand the chronology of the Anglo Saxons, Scots and Vikings.</p> <p>Study archaeological evidence to understand the significance of Sutton Hoo.</p> <p>Find out who the Anglo- Saxons were and where they came from.</p>	<p>Understand where the Ancient Egyptian civilisation sits on a timeline.</p> <p>Know where and when the Egyptians lived through looking at maps and artefacts.</p> <p>Compare the powers of different Egyptian gods.</p> <p>Use artefacts to understand life in Ancient Egypt</p>	<p>Understand the chronology of the Tudor era from the Battle of Bosworth to the death of Queen Elizabeth I..</p> <p>Explain how the Tudors came to power through the Battle of Bosworth..</p> <p>Identify Henry VIII and explain why he had 6 wives.</p>

	<p>Investigate who the Picts and Scots were and where they lived.</p> <p>Use various historical sources to find out about Anglo-Saxon life.</p> <p>Understand the significance of Viking invasion.</p> <p>Recall facts about Edward the Confessor and his death in 1066.</p>	<p>(hieroglyphics, artwork, household)</p> <p>Understand and explain the ancient Egyptian ritual of mummification.</p> <p>Retell the story of the discovery of King Tutenkhamun's tomb.</p>	<p>Use artefacts to understand life in Tudor England (focus on entertainment, religion and Crime and Punishment)</p> <p>Compare these aspects of life in Tudor England to life in England today.</p>
Locality			Little Moreton Hall
Vocabulary	Anglo-Saxons, Vikings, Scots, Picts Archaeology, Sutton Hoo, Settlement, Invasio,, Sources, Edward the Confessor, Culture, bronze helmet. Long boat, warrior, shield, Jorvik	Civilization, Ancient Egypt; Mummification Pyramid, Archeology, BC/ BCE Era, Pharaoh, hieroglyphics, tomb, Tutenkhamun, Howard Carter,	Tudor, Battle of Bosworth, Henry VIII, power, reign, monarch, lute, Catholic, Protestant, Globe theatre, inn, jousting, hunting, ducking stool, stocks, gallows (?)
Year 4 - Cycle 2 - 2023-24	<p>The Stone Age, Bronze Age and Iron Age</p> <p>Societal Change</p> <p>History of our Locality</p>	<p>Ancient Egypt</p> <p>Societal Change</p> <p>Empires</p>	<p>The Tudors</p> <p>Settlement and Invasion</p> <p>Societal Change</p> <p>History of our Locality</p>
	<p>Understand how we know about prehistory.</p> <p>Understand the chronology of the three periods of time.</p> <p>Compare life in the stone age to today.</p> <p>Describe how late Neolithic Hunter-Gatherers developed into early farmers.</p> <p>Explain how Bronze Age religion, travel and technology developed from the Stone Age.</p> <p>Research how houses and settlements had developed throughout the prehistoric ages.</p> <p>Identify key features of the three time periods</p>	<p>Place the order of the events of Ancient Egypt on a timeline.</p> <p>Know where and when the Egyptians lived through looking at maps and artefacts.</p> <p>Understand where the Ancient Egyptian civilisation sits on a timeline.</p> <p>Compare the powers of different Egyptian gods.</p> <p>Use artefacts to understand life in Ancient Egypt (hieroglyphics, artwork, household)</p> <p>Understand and explain the ancient Egyptian ritual of mummification.</p> <p>Retell the story of the discovery of King Tutenkhamun's tomb.</p>	<p>Understand the chronology of the Tudor era from the Battle of Bosworth to the death of Queen Elizabeth I..</p> <p>Explain how the Tudors came to power through the Battle of Bosworth..</p> <p>Identify Henry VIII and explain why he had 6 wives.</p> <p>Use artefacts to understand life in Tudor England (focus on entertainment, religion and Crime and Punishment)</p> <p>Compare these aspects of life in Tudor England to life in England today.</p>
Locality	Beeston Castle - Bronze age round house visit the hill fort		Little Moreton Hall

Vocabulary	Chronology, Neolithic, Hunter-gathers, Early farmers/ farming, Skara Brae, Bronze Age Stonehenge, Iron Age, Hill forts, Prehistoric evidence, Archeology	Civilization, Ancient Egypt; Mummification Pyramid, Archeology, BC/ BCE Era, Pharaoh, hieroglyphics, tomb, Tutenkhamun, Howard Carter,	Tudor, Battle of Bosworth, Henry VIII, power, reign, monarch, lute, Catholic, Protestant, Globe theatre, inn, jousting, hunting, ducking stool, stocks, gallows (?)
Year 5/6 Cycle 1 END POINTS	<p>Ancient Maya Societal Change Empires</p> <p>Know the location and timeline of the Ancient Mayan civilisation.</p> <p>Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail using artefacts such as artwork and architecture.</p> <p>Read and write numbers, combining some syllabograms to create glyph blocks and write some words.</p> <p>Research and understand the significance of corn and chocolate.</p> <p>Describe the different features of Maya cities and be able to appreciate what it would have been like to live there.</p> <p>Understand the longevity of the Ancient Maya.</p>	<p>The Changing Power of Monarchs Settlement and Invasion Societal Change Empires</p> <p>Name significant monarchs from 1066 to the present day (including John I, Queen Anne, Henry VIII, Queen Elizabeth I, Queen Victoria).</p> <p>Place the order of key monarchs on a timeline.</p> <p>Understand significant turning points throughout the reign of these monarchs (Domesday Book, UK created, Church of England established,, Exploration, Expansion of the British Empire).</p> <p>Understand the legacy and significance of these turning points on today's society and compare the two.</p> <p>To understand the importance of a democracy,</p>	<p>History of Protest Societal Change History of our Locality</p> <p>Describe what a protest is.</p> <p>Understand the chronology of different key protests.</p> <p>Sequence the key protests impacting our country: Peasants Revolt Luddites Suffrage Rosa Parks Martin Luther King Harvey Milk Greta Thunberg</p> <p>Explain the causes and consequences of these protests.</p> <p>Use sources to conclude what an effective protest is.</p>
Locality			Luddites - link to local history of the Industrial Revolution
Vocabulary	Mayan civilization, Mesoamerica, Codex, Chichen Itza, Cause and effect, consequences, archeologist, Ahau, Huipil, Itzamna	Magna Carta, First Parliament, Terms of Absolute, Constitutional monarchy, legacy, modern British Values, laws, empire, expansion, exploration.	Revolt, Protest, Prejudice, discrimination, unity, equality, Cause and effect, propaganda, society, Law, voice, freedom, Luddites, Peasant, Pride, Racism
Year 5/6 Cycle 2 - 2022/23	<p>World War Two Settlement and Invasion Empires History of our Locality</p>	<p>The Industrial Revolution Societal Change History of our Locality</p>	<p>Ancient Greece Societal Change Empires</p>

<p>END POINTS</p>	<p>Place the order of the events of WWII on a timeline.</p> <p>Explain reasons to explain why the war started</p> <p>Explore the significance of key events: Battle of Britain Blitz D-Day Landings</p> <p>Understand the use of propaganda during WWII through looking at primary sources and inferring meaning..</p> <p>Research how and why the changing role of women was significant to the war effort through use of first-hand accounts, adverts and other artefacts.</p> <p>Recall key facts about rationing, evacuation and the Holocaust</p>	<p>Use timelines and tithe maps to compare and contrast Middlewich from the time of the Domesday Book to now.</p> <p>Understand the significance of the Industrial Revolution and the key changes in society..</p> <p>Understand how the IR impacted upon the development of Middlewich and its industry (salt production).</p> <p>To understand the working conditions of workers during the IR using primary and secondary sources..</p> <p>Understand the history of the canals and understand their impact on the development of Middlewich and its industry.</p>	<p>Know the location and timeline of the Ancient Greek civilisation.</p> <p>Know key features of life in ancient Greece and who the ancient Greeks were.</p> <p>Know the importance of Greek god through exploring artwork and other artefacts..</p> <p>Explain and compare how the olympics changed over time</p> <p>Explore the importance of democracy in ancient Greece.</p> <p>Explain what the ancient Greeks taught us and identify clues of their legacy..</p> <p>Explore the legacy of Greek culture (architecture and literature) in Britain.</p>
<p>Locality</p>	<p>First hand stories from Middlewich</p> <p>How Middlewich was affected by the wars in comparison with Manchester.</p> <p>WWII Museum</p>	<p>The importance of the canals of Middlewich.</p> <p>The production of salt - Lions Salt Mine.</p> <p>The changing landscape of Middlewich and Cheshire during the IR.</p>	
<p>Vocabulary</p>	<p>World War, Hitler, Allies, Nazi, Churchill, Battle of Britain, bomb, blackout, Blitz, Anderson Shelter, Ration, Evacuation, D-Day, Normandy, Surrender, Victory, Propaganda, Legacy</p>	<p>Industrial Revolution, steam engine, advancement, transportation, efficient, development, improve, industry, production Progress, Spinning Jenny, act, primary, secondary</p>	<p>Ancient Greece, Democracy, Philosophy, Olympic Games, Athens, Parthenon Acropolis, society, legacy, Gods, culture, literature, Mount Olympus, Doric column</p>