

History Long Term Plan (Including Objectives by Year Group)

	Autumn Term	Remembrance Lesson	Spring Term	Summer Term
Year 1	How am I making History?	What does the poppy mean and why do people wear it?	How have toys changed?	How have explorers changed the world?
Year 2	How was school different in the past?	What can we learn from a soldier's story?	How did we learn to fly?	What is a monarch?
Year 3	British history 1: Would you prefer to have lived in the Stone Age, Iron Age or the Bronze Age?	How can memorials help us remember?	British history 2: Why did the Romans invade and settle in Britain?	What was important to ancient Egyptians?
Year 4	How have children's lives changed?	How can we remember the children who were affected by war?	British history 3: what changed in Britain after the Anglo-Saxon invasion?	How did the achievements of the Maya civilisation influence their society and beyond?
Year 5	British History 4: Were the Vikings raiders, traders or something else?	Who contributed to the war effort?	British history 5: What was life like in Tudor England?	What is the legacy of the ancient Greek civilisation?
Year 6	What can the census tell us about local areas?	How do people mark remembrance?	British history 6: What was the impact of World War Two on the people of Britain?	What was the Sikh Empire?

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Year 1	Objectives
How am I making History?	<ol style="list-style-type: none">1. To develop an understanding of personal chronology.2. To learn more about my history.3. To explore how we remember events.4. To find out what childhood was like for our parents and grandparents.5. To compare childhood now with childhood in the past.6. To identify that some things change and some things stay the same.
How have toys changed?	<ol style="list-style-type: none">1. To talk about a favourite toy.2. To find out what toys our parents and grandparents played with.3. To investigate what toys were like up to 100 years ago.4. To compare how teddy bears have changed over time.5. To know how toys have changed over time.
How have explorers changed the world?	<ol style="list-style-type: none">1. To know what an explorer is by learning about some explorers.2. To recognise the achievements of different explorers using photographs.3. To order events from an explorer's story on a timeline.4. To use photographs to find out about the past.5. To recognise changes and similarities (continuities) over time.6. To describe the significance of some people and events within history.

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Year 2	Objectives
How was school different in the past?	<ol style="list-style-type: none">1. To find out how schools have changed over time.2. To investigate what school was like in the past.3. To investigate what schools were like in the 1900s.4. To compare a modern classroom with a classroom 100 years ago.5. To compare three periods of time.6. To express a personal response to history.
How did we learn to fly?	<ol style="list-style-type: none">1. To retell the story of the Wright brothers.2. To develop an understanding of historical significance.3. To investigate why Bessie Coleman is historically significant using photographs.4. To develop an understanding of primary sources.5. To investigate why the Moon landing was a significant event in history.6. To place significant flight events on a timeline.
What is a monarch?	<ol style="list-style-type: none">1. To explore monarchy by finding out about King Charles III.2. To explore coronations by acting out the ceremony.3. To discover how William the Conqueror became king by exploring the Bayeux Tapestry.4. To explore how William the Conqueror ruled by investigating Norman castles.5. To analyse how effective castles were by exploring their features.6. To evaluate how the monarchy has changed.

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Year 3.	Objectives
British history 1: Would you prefer to have lived in the Stone Age, Iron Age or the Bronze Age?	<ol style="list-style-type: none">1. To recognise the chronology and significance of prehistory.2. To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.3. To use archaeological evidence to investigate the Bronze Age.4. To use deductions to explain how bronze transformed prehistoric life.5. To understand the importance of trade during the Iron Age.6. To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.
British history 2: Why did the Romans invade and settle in Britain?	<ol style="list-style-type: none">1. To investigate life in Ancient Rome by looking at its buildings.2. To explore the causes of the Roman invasion of Britain.3. To investigate the different responses to the Roman invasion using a range of sources.4. To explore how the Roman army was so successful using a range of sources.5. To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.6. To explore the impact of invasion and settlement by examining the legacy to the Roman Empire in Britain.
What was important to ancient Egyptians?	<ol style="list-style-type: none">1. To develop questioning skills using sources about ancient civilisations.2. To explain the significance of the River Nile to ancient Egyptian civilisation.3. To evaluate the importance of ancient Egyptian hieroglyphics.4. To use a range of sources to explore the importance of gods and goddesses in ancient Egypt.5. To investigate beliefs about the afterlife in Ancient Egypt.6. To evaluate continuity and change by identifying what happened to the pharaohs when they died.

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Year 4	Objectives
How have children's lives changed?	<ol style="list-style-type: none">1. To identify the continuities and changes to children's lives using a range of sources.2. To investigate why Tudor children worked and what working conditions were like.3. To research and record the working conditions of Victorian children using reports and images.4. To evaluate Lord Shaftesbury's significance to children's lives.5. To explore the changes in children's leisure time using a range of sources.6. To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.
British history 3: What changed in Britain after the Anglo-Saxon invasion?	<ol style="list-style-type: none">1. To evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.2. To identify change and continuity in Iron Age and Anglo-Saxon settlements.3. To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo.4. To identify how Christianity spread in Britain in the Anglo-Saxon period.5. To explore bias by evaluating sources about Alfred the Great.6. To evaluate how and why Anglo-Saxon rule ended.
How did the achievements of the Maya civilisation influence their society and beyond?	<ol style="list-style-type: none">1. To explore the challenges faced by the ancient Maya when settling in the rainforest.2. To infer how the ancient Maya valued and used cacao by exploring historical artefacts.3. To describe the role of Maya gods and goddesses by studying images and scenarios.4. To develop recording skills through exploration of ancient Maya inventions.5. To make deductions about an ancient Maya city by exploring remains.6. To evaluate historians' claims on the decline of the ancient Maya cities.

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Year 5	Objectives
British History 4: Were the Vikings raiders, traders or something else?	<ol style="list-style-type: none">1. To explain when and why the Vikings came to Britain.2. To evaluate ideas about the Vikings using sources.3. To understand the importance of Viking trade and trading routes.4. To compare different versions of Viking sagas.5. To evaluate the impact of the Viking invasions and settlements using primary sources and case studies.6. To evaluate achievements of the Vikings.
British history 5: What was life like in Tudor England?	<ol style="list-style-type: none">1. To interpret sources to understand more about the character of Henry VIII.2. To explore why Henry VIII had many wives using secondary sources.3. To make deductions about power and punishment using a range of sources.4. To explore the use of propaganda by a Tudor monarch.5. To make deductions about people in Tudor England using inventories.6. To create an inventory for a person from the Tudor times.
What is the legacy of the ancient Greek civilisation?	<ol style="list-style-type: none">1. To explain where and when the ancient Greeks lived.2. To identify ancient Greek beliefs by exploring their gods and goddesses.3. To use a range of secondary sources to identify similarities and differences between Athens and Sparta.4. To recognise how Athenian democracy worked by participating in a debate.5. To use research to explore the significance of the ancient Greek philosophers.6. To evaluate the legacy of the ancient Greek civilisation.

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Year 6	Objectives
What can the census tell us about local areas?	<ol style="list-style-type: none">1. To explore the purpose and creation of a census.2. To create questions about Victorian children using a range of sources.3. To explore the jobs available in the past using the census.4. To make inferences about women's lives in the 1900s using the census.5. To investigate how the census changed by following the life of Evelyn Dove.6. To conduct an enquiry about my local area using the census.
British history 6: What was the impact of World War Two on the people of Britain?	<ol style="list-style-type: none">1. To identify the causes of World War Two using a timeline.2. To explore the impact of the Battle of Britain on the Royal Air Force using oral histories.3. To make inferences about the Blitz using photographs.4. To investigate the evacuation experiences using oral and printed records.5. To investigate the impact of World War Two on women's lives using visual and written sources.6. To explore the lives of migrants after World War Two through podcasts, posters and photographs.
What was the Sikh Empire?	<ol style="list-style-type: none">1. To explain how the Sikh Empire was established using a timeline and map.2. To describe the impact of Sikh beliefs on society during the Sikh Empire.3. To recognise the significance of Lahore in the Sikh Empire.4. To evaluate the historical significance of Ranjit Singh.5. To analyse different interpretations of the Sikh Empire.6. To compare the achievements of Ranjit Singh and Sophia Duleep Singh.