

# History Overview of Long Term Planning

Current subject leader: O. Brown



<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• Changes in own and families life.</li> <li>• Pos 1a/b</li> <li>• 2b</li> <li>• 4a/b</li> <li>• 5</li> </ul>	<ul style="list-style-type: none"> <li>• The way of life of people in the more distant past.</li> <li>• 1a/b</li> <li>• 2a/b</li> <li>• 3</li> <li>• 4a/b</li> <li>• 5</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• The lives of significant men/women.</li> <li>• 1a/b</li> <li>• 2a/b</li> <li>• 3</li> <li>• 4a/b</li> <li>• 5</li> </ul>	<ul style="list-style-type: none"> <li>• Past events from history</li> <li>• 1a/b</li> <li>• 2a/b</li> <li>• 3</li> <li>• 4a/b</li> <li>• 5</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Romans, Anglo Saxons or Vikings</li> <li>• 1a/b</li> <li>• 2a/c</li> <li>• 3</li> <li>• 4a/b</li> <li>• 5a/b/c</li> </ul>		
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• British / local history</li> <li>• 1a/b</li> <li>• 2b/c/d</li> <li>• 3</li> <li>• 4a/b</li> <li>• 5a/b/c</li> </ul>	<ul style="list-style-type: none"> <li>• European History</li> <li>• 1a/b</li> <li>• 2a/b</li> <li>• 3</li> <li>• 4a/b</li> <li>• 5a/b/c</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• British History ( Victorian / 1930ss or Britain since 1930)</li> <li>• 1a/b</li> <li>• 2a/b/c/d</li> <li>• 3</li> <li>• 4a/b</li> <li>• 5a/b/c</li> </ul>		
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• British History</li> <li>• 1a/b</li> <li>• 2a/b/c/d</li> <li>• 3</li> <li>• 4a/b</li> <li>• 5a/b/c</li> </ul>	<ul style="list-style-type: none"> <li>• World History</li> <li>• 1a/b</li> <li>• 2a/b/c/d</li> <li>• 3</li> <li>• 4a/b</li> <li>• 5a/b/c</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

# Overview of Long Term Planning

## Statutory National Curriculum Areas to be covered by the end of the year

<b>History Year 1 Area 1</b>	
<b>Outcomes &amp; Assessment Judgement Based from Level Descriptors</b>	<b><u>Programme of Study Area:</u> Changes in own and families life</b>
<b>NC 1a most children will:</b>	use words and phrases about the passing of time; recognise some characteristics of toys in the past; ask and answer questions about the past; use oral sources and/or museum displays to find out about the past; identify differences between old and new; communicate what they know about old and new through talk, play and writing
<b>1c some children will not have made so much progress and will:</b>	identify old and new objects; handle and talk about current objects and objects in the past; identify some differences between old and new
<b>2c some children will have progressed further and will:</b>	identify a wide range of differences between old and new objects; give some reasons for these differences; extend their ability to use everyday words connected with the passage of time
	<b>Key Skills to be delivered during the coverage above</b> <ul style="list-style-type: none"><li>• <b>Communication</b></li><li>• <b>Information processing skills</b></li><li>• <b>Enquiry</b></li></ul>

## Statutory National Curriculum Areas to be covered by the end of the year

<b>History Year 1 Area 2</b>	
<p><b>Outcomes &amp; Assessment Judgement Based from Level Descriptors</b></p> <p><b>National curriculum level 2c</b> some children will not have made so much progress and will:</p> <p><b>National curriculum level 2b Age related expectation we need to be delivering is that the majority of children will:</b></p> <p><b>National curriculum The AA / AA+ 2A children will have progressed further and will:</b></p>	<p><b>Programme of Study Area</b></p> <ul style="list-style-type: none"> <li>• The way of life of people in the more distant past.</li> </ul> <p>identify some characteristics of homes and home life; talk about their own homes; describe and handle household objects of the past</p> <p>identify features of homes today and at a time before living memory; recognise household objects from the past and present; know how the objects were used and in which room they belonged; handle, observe and draw the objects in order to find out about them; use appropriate language when talking, writing and role playing</p> <p>make comparisons across the time periods; identify and describe a range of different features of modern homes and homes built a long time ago; compare home life now and in the past beyond living memory; explain why people from different societies live in different styles of homes</p> <p><b>Key Skills to be delivered during the coverage above</b></p> <ul style="list-style-type: none"> <li>• <b>Communication</b></li> <li>• <b>Information processing</b></li> <li>• <b>Enquiry</b></li> </ul>

<b>History Year 2 Area 3</b>	
<p><b>Outcomes &amp; Assessment Judgement Based from Level Descriptors</b></p> <p><b>National curriculum level 2c</b> some children will not have made so much progress and will:</p> <p><b>National curriculum level 2b Age related expectation we need to be delivering is that the majority of children will:</b></p> <p><b>National curriculum The AA / AA+ 2A children will have progressed further and will:</b></p>	<p><b>Programme of Study Area</b></p> <ul style="list-style-type: none"> <li>• The lives of significant people</li> </ul> <p>be able to make the link between significant person and significant event. Be able to sequence the events of the Significant event.</p> <p>know some of the main events in significant person's life and be able to sequence them correctly; give at least one reason for his actions; use pictures, books or video to find out about significant person; recount the story of the significant event.</p> <p>provide a detailed account of the life of significant person and the significant event; identify a number of reasons for his actions; understand how we know about Significant person from the evidence available; use a wider range of sources, eg CD-ROMs or children's encyclopaedias, to find out about how and why we remember his life; use ICT to make their own interpretations of his life.</p> <p><b>Key Skills to be delivered during the coverage above</b></p> <ul style="list-style-type: none"> <li>• <b>Communication</b></li> <li>• <b>Information technology</b></li> <li>• <b>Reasoning</b></li> <li>• <b>Information processing</b></li> <li>• <b>Enquiry</b></li> </ul>

## History Year 2 Area 4

<p><b>Outcomes &amp; Assessment Judgement Based from Level Descriptors</b></p> <p><b>National curriculum level 2c</b> some children will not have made so much progress and will:</p> <p><b>National curriculum level 2b</b> Age related expectation we need to be delivering is that the majority of children will:</p> <p><b>National curriculum The AA / AA+ 2A</b> children will have progressed further and will:</p>	<p><b>Programme of Study Area</b></p> <ul style="list-style-type: none"> <li>• Past events in history</li> </ul> <p>recognise that the Past event happened a long time ago; sequence some of the events of the past event correctly; select some relevant information from pictures of the past event</p> <p>be able to place the Past event on a class time line and sequence the main events of the past event correctly; know why the past event started and what happened; understand why it ended and some of the results; know that the past event was represented in different ways; understand what information about the past event contemporary pictures and written sources can provide; communicate their understanding in a variety of ways</p> <p>know that the past event took place over ??? years ago; show understanding of the causes and effects of the past event; show understanding of the strengths and weaknesses of eyewitness accounts of the past event; understand why there are different representations of the event; begin to compare different sources of information about the past event</p>
	<p><b>Key Skills to be delivered during the coverage above</b></p> <ul style="list-style-type: none"> <li>• Enquiry</li> <li>• Application of number</li> <li>• Information processing</li> <li>• Communication</li> <li>• Reasoning</li> <li>Enquiry</li> </ul>

## History Year 3 Area 5

<p><b>Outcomes &amp; Assessment Judgement Based from Level Descriptors</b></p> <p><b>National curriculum level 2b</b> some children will not have made so much progress and will:</p> <p><b>National curriculum level 2a</b> Age related expectation we need to be delivering is that the majority of children will:</p> <p><b>National curriculum 3c</b> The AA / AA+ children will have progressed further and will:</p>	<p><b>Programme of Study Area</b></p> <ul style="list-style-type: none"> <li>• Romans, Anglo Saxons or Vikings</li> </ul> <p>Recognise that the Viking period was a long time ago; recall one or two reasons for Viking raids; be able to give a simple account of a Viking raid</p> <p>demonstrate knowledge and understanding of why people leave their homeland to invade and settle in another country; demonstrate factual knowledge of some of the reasons for the Viking raids; recognise that some accounts of Viking raids were Anglo-Saxon interpretations; use pictures, written sources and reconstructions to find out about aspects of the Viking way of life; recall, select and organise historical information about the Vikings in Britain and use terminology appropriate to the period</p> <p>use dates relating to Viking raids; have a clear understanding of why, how and when the Viking raids began; understand some of the skills and characteristics that enabled the Vikings to be such successful warriors; understand why some written sources give a negative view of the Vikings</p>
	<p><b>Key Skills to be delivered during the coverage above</b></p> <ul style="list-style-type: none"> <li>• Application of number</li> <li>• Communication</li> <li>• Reasoning</li> <li>• Evaluation skills</li> <li>• Problems solving</li> <li>• Information technology</li> <li>• Enquiry</li> </ul>

## History Year 4 Area 6

<p><b>Outcomes &amp; Assessment Judgement Based from Level Descriptors</b></p> <p><b>National curriculum level 3c</b> some children will not have made so much progress and will:</p> <p><b>National curriculum level 3b</b> Age related expectation we need to be delivering is that the majority of children will:</p> <p><b>National curriculum 3a</b> The AA / AA+ children will have progressed further and will:</p>	<p><b>Programme of Study Area</b></p> <ul style="list-style-type: none"> <li>• <b>British / local history</b></li> </ul> <p>describe what happened during evacuation (or other event )and begin to recognise that it had causes; describe similarities and differences between children’s lives before and after evacuation (or other event )in Nottingham, use sources of information to make simple observations about the war (or other event ).</p> <p>demonstrate factual knowledge and understanding of the impact of the Second World War (or other event )on children in particular and society in general; give reasons for, and the results of, evacuation; identify different ways in which the Second World War (or other event ) has been represented; ask questions and answer them using a range of sources; communicate their learning, using specialist terms in ways that show understanding</p> <p>explore in greater depth how the war (or other event ) affected children in different ways, and the reasons for these differences; understand the complex and varied feelings that many children had about evacuation (or other event ).</p>
	<p><b>Key Skills to be delivered during the coverage above</b></p> <ul style="list-style-type: none"> <li>• <b>Communication</b></li> <li>• <b>Creative thinking skills</b></li> <li>• <b>Information technology</b></li> <li>• <b>Reasoning skills</b></li> <li>• <b>Enquiry</b></li> </ul>

## History Year 4 Area 7

<p><b>Outcomes &amp; Assessment Judgement Based from Level Descriptors</b></p> <p><b>National curriculum level 3c</b> some children will not have made so much progress and will:</p> <p><b>National curriculum level 3b</b> Age related expectation we need to be delivering is that the majority of children will:</p> <p><b>National curriculum 3a</b> The AA / AA+ children will have progressed further and will:</p>	<p><b>Programme of Study Area</b></p> <ul style="list-style-type: none"> <li>• <b>European History</b></li> </ul> <p>know that the ancient European civilisation was a long time ago; understand that the past is divided up into periods and place ancient Europe on a timeline with other periods. Describe some features of life in ancient Europe; know some of the ancient European gods.</p> <p>Show a developing understanding by putting ancient Europe on a timeline in relation to other periods studied (Vikings, second world war) using dates and terms. Describe the main features of life in Ancient Europe using and the main events and changes using a variety of sources. Know some of the significant people and religions.</p> <p>Describe the similarities and differences between life in Ancient Europe and life today using a variety of sources. Explain the similarities and differences between lives of different sections of societies (Athens and Sparta) in Ancient Europe, using a variety of sources to explain this.</p>
	<p><b>Key Skills to be delivered during the coverage above</b></p> <ul style="list-style-type: none"> <li>• <b>Application of number</b></li> <li>• <b>Communication</b></li> <li>• <b>Reasoning</b></li> <li>• <b>Enquiry</b></li> <li>• <b>Information technology</b></li> <li>• <b>Evaluation (of sources)</b></li> </ul>

## History Year 5 Area 8

<p><b>Outcomes &amp; Assessment Judgement Based from Level Descriptors</b></p> <p><b>National curriculum level 3a</b> some children will not have made so much progress and will:</p> <p><b>National curriculum level 4c</b> <b>Age related expectation we need to be delivering is that the majority of children will:</b></p> <p><b>National curriculum 4b</b> <b>The AA / AA+ children will have progressed further and will:</b></p>	<p><b>Programme of Study Area</b></p> <p>• <b>British History (children in Victorian / 1930s Britain or Britain since 1930)</b></p> <p>recognise some similarities and differences between the lives of children from different areas of Victorian / 1930s society; ask and answer questions about the period by using at least one source of information</p> <p>place the changes in the period within a chronological framework; demonstrate knowledge and understanding about the everyday lives of children in the Victorian / 1930s period; Describe some of the main changes which happened during this period and give some reasons for these (such as the effect of the education act).</p> <p>describe reasons for and results of particular events; use their knowledge and understanding of the Victorian / 1930s period to make links with other societies and periods; describe the main changes during this period and explain reasons, select and combine information from a range of sources</p> <p><b>Key Skills to be delivered during the coverage above</b></p> <ul style="list-style-type: none"> <li>• <b>Application of number</b></li> <li>• <b>Communication</b></li> <li>• <b>Reasoning</b></li> <li>• <b>Evaluation</b></li> <li>• <b>Information technology</b></li> <li>• <b>Enquiry</b></li> </ul>
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## History Year 6 Area 9

<p><b>Outcomes &amp; Assessment Judgement Based from Level Descriptors</b></p> <p><b>National curriculum level 4c</b> some children will not have made so much progress and will:</p> <p><b>National curriculum level 4b</b> <b>Age related expectation we need to be delivering is that the majority of children will:</b></p> <p><b>National curriculum 4a / 5c</b> <b>The AA / AA+ children will have progressed further and will:</b></p>	<p><b>Programme of Study Area</b></p> <p><b>British History</b></p> <p>demonstrate factual knowledge of some episodes in the life of a Henry VIII; identify and locate in time some characteristic features of the Tudor period; form an opinion about the contribution of a Henry VIII' be able to extract information from historical sources</p> <p>demonstrate factual knowledge of key episodes in the life of Henry VIII; . identify different ways in which people have represented and interpreted it; show some understanding of key changes in Tudor Society (break with Rome, Dissolution of the monasteries) and give reasons for and results of the changes be able to extract and communicate selected information from historical sources.</p> <p>demonstrate an ability to assess the importance of an individual to the history of the period; and produced structured work with appropriate use of dates and terms <b>(4a)</b></p> <p>have shown an ability to select combine and <b>evaluate</b> different sources of evidence <b>(5c)</b></p> <p><b>Key Skills to be delivered during the coverage above</b></p> <ul style="list-style-type: none"> <li>• <b>Application of number</b></li> <li>• <b>Communication</b></li> <li>• <b>Reasoning</b></li> <li>• <b>Evaluation</b></li> <li>• <b>Information technology</b></li> <li>• <b>Enquiry</b></li> </ul>
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## History Year 6 Area 10

<p><b>Outcomes &amp; Assessment Judgement Based from Level Descriptors</b></p> <p><b>National curriculum level 4c some children will not have made so much progress and will:</b></p> <p><b>National curriculum level 4b Age related expectation we need to be delivering is that the majority of children will:</b></p> <p><b>National curriculum 4a The AA / AA+ children will have progressed further and will:</b></p>	<p><b>Programme of Study Area</b> <b>World History (Ancient Egypt, Ancient Sumer, Assyrian Empire, Indus Valley, The Maya, Benin or the Aztecs)</b></p> <p>Show factual knowledge of the wider world and use this to describe features of past societies and periods. Identify changes within and across different periods.</p> <p>Describe some of the main events, people and changes giving reasons for and results of changes. Show some understanding that aspects of the past have been represented and interpreted in different ways.</p> <p>make a reasoned judgement about the validity of different representations of the past; answer questions about the past by selecting and combining information from sources and giving reasons for their selection and producing structured work making appropriate use of dates and terms.</p>
	<p><b>Key Skills to be delivered during the coverage above</b></p> <ul style="list-style-type: none"><li>• <b>Application of number</b></li><li>• <b>Communication</b></li><li>• <b>Reasoning</b></li><li>• <b>Evaluation</b></li><li>• <b>Information technology</b></li><li>• <b>Enquiry</b></li></ul>