



Dovedale Primary School

Long term plan

History



EYFS	Autumn	
	How have I changed since I was a baby?	Vocab: childhood, memories, change, younger, then and now
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> Members of their family Discuss photographs of past events 	<u>End point</u> <ul style="list-style-type: none"> recall past and present in their own lives recall significant events (birthdays, starting schools) explain how they change overtime and key milestones in development
	Spring	
	What are our favourite celebrations each year?	Vocab: special, tradition, festival, celebrations, family and differences/similarities
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> recall significant events (birthdays, starting schools) use some vocabulary to indicate time (then, now) 	<u>End point</u> <ul style="list-style-type: none"> recall events/traditions in their own lives recall some of the special ways we celebrate people celebrate different festivals/events/celebrations share objects associated with the events that I enjoy celebrating
	Summer	
	Why do we wear different clothes at different times of the year?	Vocab: seasons, weather, clothing, purpose, time, month and year
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> recall days of the week/month/seasons explored during the year recall experiences of weather recall clothing choices for holidays/school/club uniforms etc 	<u>End point</u> <ul style="list-style-type: none"> name and describe clothing typically worn in winter and summer recall clothing/objects worn for a purpose (sun hat, gloves etc) to discuss weather experience in autumn and spring 	



Dovedale Primary School

Long term plan

History



Y1	Autumn	
	Changes within living memory – 1950's life compared to present day life	Vocab: past, present, technology, transport, online and modern
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • How have I changed since I was a baby? • Celebrations throughout the year • Why do we wear different clothes at different times of the year? 	<u>End point</u> <ul style="list-style-type: none"> • Home appliances were different in the 1950's. • Most people listened to the radio and called it a wireless. • Not many people had televisions. • Televisions were black and white. • Most toys were made from wood. • Children played in the streets quite often. • Significant historical events e.g., coronation of Queen Elizabeth II
	Summer	
Changes within Living Memory – Holidays in the past	Vocab: seaside, railway, Punch and Judy, carriages and piers	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • Vocabulary for past and present • A simple understanding of chronology • A knowledge of how house, technology and toys have changed since the 1950's 	<u>End point</u> <ul style="list-style-type: none"> • Most people visited the seaside for a holiday using the railway • Piers were built so that people could walk along them and breathe in the fresh sea air. • In the 1800s and early 1900s beachwear covered most of the body and was very heavy. • Punch and Judy was a form of entertainment • There were carriages in which the women would change into their bathing costumes. A horse would then pull it towards the sea and the women would lower themselves into it without being seen. • Most people couldn't swim so only paddled in the sea. 	



Dovedale Primary School

Long term plan

History



Y2	Autumn	
	Significant events beyond living History – The Great Fire of London	Vocab: destroyed, diary, event, historian, improvements and monument
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • Vocabulary for past and present • An understanding of chronology • A simple understanding of a timeline – sequence some events or 2 related objects in order of time 	<u>End point</u> <ul style="list-style-type: none"> • Know that the Great Fire of London started on 2nd September 1666 and ended on 6th September 1666 • Know that people used fire to cook and for light, so it was quite easy for a dangerous fire to accidentally occur • Thomas Farriner’s bakery in Pudding Lane was the source of the fire • The River Thames stopped the fire spreading to the South and the fire stopped just before it reached the Tower of London
	Summer	
The lives of significant individuals – Florence Nightingale and Mary Seacole	Vocab: nurse, significant, achievements, memorial, skilled and medal	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • Important jobs in the community e.g. nurse • Vocabulary of past and present • Use words and phrases such as old, new, young 	<u>End point</u> <ul style="list-style-type: none"> • Florence Nightingale was born in Florence, Italy in 1820 and she came from a very wealthy family and had a privileged upbringing. She moved back to England when she was 1 year old. • In 1854 Florence Nightingale went to nurse soldiers in Turkey where Britain was fighting in the Crimean War by making war hospitals clean and taking care of soldiers’ wounds • Florence Nightingale gained the nickname -The Lady of the Lamp • After the war, The Nightingale Training School for Nurses was created that provided training for nurses • Mary Seacole was born in Kingston on the Caribbean Island of Jamaica, sometime in 1805. • In 1854, when war broke out in the Crimea, Mary travelled to England to volunteer her services to Florence Nightingale - 	



Dovedale Primary School

Long term plan

History



		<p>who was setting up a hospital - and encountered prejudice on her journey.</p> <ul style="list-style-type: none">• Mary builds the 'British Hotel', which is closer to the battlefield than Florence Nightingale's hospital• To the soldiers she was known as 'Mother Seacole'
--	--	---



Y3	Autumn	
	Changes in Britain from the Stone Age to Iron Age	Vocab: BC, AD, prehistory, artefact, archaeologist, tribe, weapon, palaeolithic, mesolithic and neolithic
	<u>Required prior knowledge</u> <ul style="list-style-type: none"> • A simple understanding of a timeline – sequence some events or 3 related objects in order of time order • Using words and phrases such as recently, before, after, now and later 	<u>End point</u> <p>Stone Age –</p> <ul style="list-style-type: none"> • The term ‘Stone Age’ refers to a very long period of time that we can break up into three sections. • Paleolithic, people were hunters and they found food by roaming from place to place in different seasons. • The middle Stone Age, called the Mesolithic, period, tools were developed to become smaller and finer. In the late Stone Age, which is called the • Neolithic, the way people lived changed a lot because they began to settle into farming villages instead of moving from place to place. People started to look after animals and grew their own crops. <p>Bronze Age</p> <ul style="list-style-type: none"> • When people discovered how to get metals out of rocks. • A metal called bronze replaced stone as the best material for making tools. • People were able to build better farming equipment and they also began to make bronze weapons and jewellery. <p>Iron Age</p> <ul style="list-style-type: none"> • A metal called iron replaced bronze as the main material for making tools and weapons. • People lived in tribes and they were often at war with each other. • Because of all the wars, Iron Age people began to protect themselves by settling in hillforts,



Dovedale Primary School

Long term plan

History



		<ul style="list-style-type: none"> Hillforts were groups of round houses and farming land protected by stone walls.
Summer		
The achievements of an Ancient Civilization – Ancient Egypt		Vocab: civilisation, achievement, pharaoh, transport, trade and pyramids
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> Life in Britain during this time – Stone Age to Iron Age topic How archaeology and artefact are used in History 		<u>End point</u> <ul style="list-style-type: none"> The Ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in north-east Africa. They invented one of the earliest known writing systems called hieroglyphics. The ancient Egyptians were ruled by kings and queens called pharaohs. Papyrus was the first form of paper. The River Nile flows through Egypt and was the source of life for Ancient Egyptians who used it for farming, fishing, trading, Their technology included the ability to build large construction projects such as pyramids and palaces, simple machines such as ramps and levers, and a complex system of government and religion.



Y4	Autumn	
	Ancient Greece	Vocab: civilisation, democracy, city-state, govern, citizen, BC, Athens and Sparta
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> Using timeline to place events in order intervals of 10/100year Understand timelines can be divided into BC and AD Uses words and phrases such as century and decade Definition of civilisation and achievements	<u>End point</u> <ul style="list-style-type: none"> Explain that the Ancient Greeks made many contributions to Western Civilisation such as architecture, philosophy, art, maths, science and technology It was made up of a series of independent city-states such as Athens and Sparta. Although Ancient Greece was made up of many separate states, they all shared a similar culture, with common Gods, myths and the Olympic Games. Democracy also had its origins in Ancient Greece. <ul style="list-style-type: none">
	Spring	
Maya Civilisation (classic period)	Vocab: Mesoamerica, temples, pyramids, astronomy and currency	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> Definition of civilisation, achievements and pyramids A knowledge and understanding of another Ancient civilisation such as Ancient Egypt 	<u>End point</u> <ul style="list-style-type: none"> Explain that the Mayas believed in three realms – heaven, earth and the underworld. Explain Maya civilisation did not abruptly collapse, it was a slow decline. The Mayas created spectacular temples and pyramids without the use of metal tools and wheels. The Ancient Maya lived in an area called Mesoamerica. The Maya developed accurate calendars by using astronomy and mathematics. 	



Dovedale Primary School

Long term plan

History



		<ul style="list-style-type: none"> • Cacao originated from the Maya. The cacao bean was processed and made into chocolate that they added to drinks and sauces. • The beans were even used as a form of currency. Religion was at the forefront of Maya culture and hierarchy: it was connected to social aspects of life including sport (Pok-a-Toc)
<h3>Summer</h3>		
	<h3>The Roman Empire and its impact on Britain</h3>	<h3>Vocab: Romans, invade, conquer, empire, emperor and rebellion</h3>
	<p><u>Required prior knowledge</u></p> <p>Children should know:</p> <ul style="list-style-type: none"> • The period before the Roman invasions of Britain – The Iron Age • A knowledge and understanding of life in Britain during the Stone Age to Iron Age 	<p><u>End point</u></p> <ul style="list-style-type: none"> • Explain how the Romans impacted on Britain such as: brick and stone buildings, how they are heated, the way we get rid of our sewage, the roads we use, religion – many gods / Christianity, the words and language we speak, measurements: feet, inches, numbers • Describe the resistance of Boudicca and the reasons for building Hadrian’s Wall • Explain that the Roman left because the Roman Empire was being attacked and they were needed to defend it.



Y5	Autumn	
	Britain's settlement by the Anglo-Saxons and Scots	Vocab: invade, settle, kingdom, artefact, Christianity, Paganism, raid, invade, Kingdom, valuable and Norsemen
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • Uses timelines with intervals of 10/100/100 years • Begins to appreciate length of time for different periods • Names and places dates of significant events from the past on a timeline • A knowledge and understanding of life in Britain before the Anglo-Saxon and Scot – Life during Roman Britain • Explain why the Romans left Britain and the lasting impact they had 	<u>End point</u> <ul style="list-style-type: none"> • Roman rule was coming to an end and Britain was being attacked by the Picts and Scots from the north, and the Angles, Saxons and Jutes from the sea. • Explain that the Romans left Britain because the Roman Empire was being attacked and they were needed to defend it. • When the Romans left, Britain no longer had the strong Roman army to defend it from the invaders. • Explain the Anglo-Saxons came from Northern Europe including Germany, Denmark and the Netherlands. • There were many battles but gradually over time, the Anglo-Saxons took control of most of Britain. • The Anglo-Saxon laws were very similar to some we have today, although the punishments were very different.
	Viking and Anglo-Saxon struggle for the Kingdom of England <u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • The Anglo-Saxons settled in Britain after the Romans left • A knowledge and understanding of life in Britain during the period of the Anglo-Saxons 	<u>End point</u> <ul style="list-style-type: none"> • The Viking Age in Britain began around 1200 years ago and lasted for just over 200 years. Around the year AD 790 Vikings first started to raid Britain. • Vikings (known as Norsemen) came from the countries we now call Norway, Sweden and Denmark. This area is known as Scandinavia. • Norsemen travelled on longboats raiding and plundering lands. They started out as short trips to steal treasure and take slaves. The Vikings raided places such as monasteries and



Dovedale Primary School

Long term plan

History



		<p>pillaged expensive items to trade. They were looking for valuable goods like gold and jewels, imported foods and other useful materials.</p> <ul style="list-style-type: none"> • In time, Vikings made their home in Britain They drove the Saxons out of part of Britain and took it for themselves. • By AD 878 the Vikings had settled permanently in Britain. • Farms - Vikings lived on farms and kept cows, pigs and sheep for milk, wool and meat. • Houses - Walls made of stone or wood. A straw roof. Wattle and daub (sticks and mud/dung) for the inside of the walls. • Pagans - Vikings arrived as pagans but eventually converted to Christianity.
<h3>Spring</h3>		
<h3>Changes in social history after 1066 – Crime and Punishment</h3>		<h3>Vocab: crime, punishment, feudal system, Magna Carta, deportation, imprisonment</h3>
	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • An understanding of Vikings and the Anglo-Saxon struggle for the Kingdom of England 	<p><u>End point</u> Explain how crime and punishment changed post 1066</p> <ul style="list-style-type: none"> • Saxons –used heavy punishments and had an imbalance of justice • The feudal system was a way of organising society into different groups based on their roles • King John and the Rebel Barons – introduced early UK justice • Magna Carta – influenced justice today • Tudor crime and punishment involved injustice and discrimination • Robert Peel established the first police force in 1829 • John Kent (born 1805 and died 20th July 1886) is reported to be the first black police officer in Britain. He served seven years as a constable at Carlisle. • During the Victorian period more people were punished by deportation or imprisonment rather than death.



Dovedale Primary School

Long term plan

History



		<ul style="list-style-type: none">• Being poor was a crime in the Victorian era. Money was key to survival in this society
--	--	--



Y6	Autumn	
	Changes in social History after 1066 – Victorian Liverpool	Vocab: investment, machinery, profit, revolution, infrastructure
	<p><u>Required prior knowledge</u></p> <p>Children should know:</p> <ul style="list-style-type: none"> • Uses timelines to place and sequence local, national and international events – 5 or more • Began to design own timeline to sequence events learned • How crime and punishments have changed throughout Britain after 1066 	<p><u>End point</u></p> <ul style="list-style-type: none"> • Know that science increasingly influenced new technologies and that iron (to make steel) and coal (to power machines) were key resources; the invention of new machines, especially engines that used steam to generate power, changed how quickly and efficiently things could be made • Know that factories containing these machines were built in urban areas and that people migrated to these places in search of work • Know that the invention and development of new types of infrastructure (especially railways and steamships) and communication technologies (telegraph and radio) meant that goods could be transported, and places could create lots of a given product and sell it to people far away, including people in other countries • Know that while the living conditions were, by modern standards, dreadful for the poor who lived in rural areas before the Industrial Revolution, conditions in crowded cities were often even worse, with disease and extreme poverty common; however, improvements in food production and higher wages meant that through the course of the Industrial Revolution, life expectancy increased and the population in Britain grew rapidly, more than doubling during the 19th century alone



Dovedale Primary School

Long term plan

History



Summer	
World War 2	Vocab: blitz, allies, empire, evacuation, neutral, invasion, defence, enemy
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• How life, technology and industry changed during the Victorian Liverpool	<u>End point</u> <ul style="list-style-type: none">• Recall the causes and consequences of WW2• Describe the role of the British Empire on WW2• Explain the role of Liverpool on WW2 and the impact WW2 had on Liverpool• Forgotten heroes – Black, African and Indian soldiers and their impact on WW2.• Study WW2 artist and photographer's and their interpretation of the war.