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| **Class** | **HISTORY: Cycle 1 Long Term Plan** ( 22-23 24-25 26-27) |
| **Year 1 / 2** | **The Great Fire of London*** Children can explain how and why London was different in the 17th century.
* Children can explain and order the key events of the Great Fire of London.
* Children can explain how and why the fire spread and finally stopped and what changed afterwards.
* Children can explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others.
 | **Kings and Queens** * Have an understanding of the chronology of various significant British kings and queens, and be able to place some in the correct order.
* Recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria.
* Talk about how we know about the lives of some significant people in history, such as Richard III and use historical facts to support their opinion about them.
 | **Victorian Toys*** Identify different sources we can use to find out about the past.
* Ask and answer simple questions.
* Compare two toys from different time periods, identifying similarities and differences.
* Use words and phrases relating to the passing of time.
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| **Year 2 / 3**  | **Travel and Transport*** Talk and write about the differences between old and new transport.
* Have an understanding of the chronology of the different points in history when various types of transport have been used and invented.
* Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them
* Think of some questions for their own enquiries into travel and transport that interest them.
 | **Vikings*** Explain where and why some Viking raids or attacks took place.
* Compare and contrast aspects of Anglo Saxon, Viking and modern day everyday life eg religion, cultural traditions and crime and punishments.
* Demonstrate a full understanding of how the Vikings have shaped British culture and history by composing historically valid questions
 | **Egyptians** * Know where and when the Egyptians lived through looking at maps and artefacts.
* Select information about mummification and Egyptian gods carefully when learning about these areas
* Understand what was important to people during ancient Egyptian times.
* Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording
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| **Year 4 / 5**  | **Stone Age to Iron Age** Know how tools changed during the Stone Age to make hunting more successful. • Persuade an audience that the bow and arrow is a good hunting tool. • Explain the different challenges of survival for early man. • Know the names of some of the jobs that copper miners used to do. • Name three reasons why people think Stonehenge might have been built. • Explain how Stonehenge changed from the Stone Age onwards. • Name two of the roles of Druids in Iron Age tribes. • Name an important festival in the Druid calendar. • Explain how homes changed from the Stone Age to the Iron Age. • Explain how hillforts were designed to protect Iron Age tribes | **Ancient Greeks**• Children can order a number of significant events from ancient Greek times on a timeline. • Children can identify some of the impacts of Alexander the Great’s Empire. • Children can research and describe some key features of the everyday lives of people living in ancient Greece. • Children can name some similarities and differences between life in ancient Athens and life in ancient Sparta. • Children can answer some questions by finding evidence from primary sources and start to understand the difference between primary and secondary sources. • Children can make some comparisons between the modern and ancient Olympic Games. • Children can find out about some ancient Greek gods and goddesses. • Children can use primary and secondary sources to gather clues about the myth of the Trojan War, beginning to evaluate the usefulness of different sources. | **Benin**• Describe some of the beliefs and rituals of the people of the Benin Kingdom. • Discuss the significance of the Benin bronzes and the reactions of the Victorian Europeans that discovered them. • Develop an understanding of the oral tradition of African history. • Recall key facts about the story of Eweka and his rise to power as the first Oba of the Benin Kingdom. • Discuss the influence and eventual destruction of the Benin Kingdom by the Portuguese and British from the 15th century. |
| **Year 5 / 6** | **Early Islamic Civilisation** * To find out about Baghdad’s role in the early Islamic Civilisation.
* To find out about the House of Wisdom and how it became a centre for learning.
* To explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world.
* Describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph.
* Identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques.
* Identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume.
 | **The Atlantic Slave Trade*** Use historical sources to define what a slave is.
* To understand and describe the triangular Atlantic slave trade.
* Learn about the experiences of slaves during the Atlantic slave trade from historical sources.
* Understand the abolition of the slave trade and slavery in Britain.
* Learn about Harriet Tubman and the Underground Railroad.
* Understand what modern slavery is.

To hold a debate around some of the legacies of slavery in Britain. | **Lichfield – Local History Study*** Exploring Lichfield Cathedral

Life of significant figures – Samuel Johnson & Erasmus Darwin.* Use of historical sources – photographs and maps exploring : *Why was the drawing made / photograph taken?* Why would someone want their portrait painted / photograph taken? *What message is it trying to convey?*

 Is the drawing likely to be  accurate? Is the photograph  posed?**Field - work****Wall (archaeology)** |