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| **Class** | **HISTORY Cycle 2 Long Term Plan** [2021-22 2023-24 25-26] | | |
| **Year 1 / 2** | **Gunpowder Plot**   * Talk about some of the key events and people involved in the Gunpowder Plot. * Explain why the Gunpowder Plot happened. * Sequence the main events of the Gunpowder Plot in chronological order and retell the story. | **Nurturing Nurses**   * Provide some criteria about what makes a person significant in history. * Talk about what they know about Florence Nightingale, Mary Seacole and Edith Cavell. * Know how Florence Nightingale, Mary Seacole and Edith Cavell have helped and influenced nursing and hospitals today. | **Great Explorers**   * Provide some criteria about what makes a person significant in history. * Talk about what they know about the great explorers studied in this unit. * Know how some of these great explorers have helped us to understand more about * the world and beyond. |
| **Year 2 / 3** | **WW1**   * Talk about some of the key events and countries involved in the First World War. * Recall key facts about the life of Walter Tull and why he is significant in history. * Describe some experiences of men, women and animals involved in the First World War at home and in the trenches. * Explain what happens on Remembrance Day and why it is marked. | **Famous Royals**   * 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. * Think of some questions for their own enquires into various kings and queens that interest them. | **Romans**   * Develop a chronological secure knowledge and understanding of British, local and world history, establishing clear narratives * To understand where the Roman Empire began. * Construct informed responses that involve thoughtful selection and organisation of relevant historical information * Understand how our knowledge of the past is constructed from a range of sources. |
| **Year 4 / 5** | **WW2**  say when the war started;  • tell you some of the countries and key individuals involved;  • recall some details about key events;  • describe what evacuation and rationing were, explain how they worked and how different people were affected;  • describe some of the jobs women did during the war;  • describe what the holocaust was and who suffered as a result. | **Anglo Saxons and Scotts**   * Say who the Anglo- Saxons and Scots were . * When and why they invaded Britain * Be able to explain some of the key features of life in Anglo- Saxon Britain * Describe some artefacts that have been discovered * Use a range of evidence sources to research and draw conclusions about Anglo- Saxon life | **Railways/ Industrial Revolution**   * Describe the different locomotive technologies that have developed over time. * Describe some of the main train routes in Great Britain. * Explain both positive and negative effects of the railways. * Know some biographical details about some historically significant individuals and locomotives * Debate the positive and negative effects of the railways on different aspects of society. |
| **Year 5 / 6** | **Elizabethan England**   * children know when the Elizabethan era was * children discuss some of the issues Elizabeth faced during her reign * children explain some of the reasons for exploration and trade in the Elizabethan era * children know some of the reasons for the invasion of the Spanish Armada children explain the outcome of the invasion of the Spanish Armada * children discuss the different viewpoints of the people involved * children know what the bubonic plague was * children describe what life for like for the poor in the Elizabethan era children describe what life for like for the rich in the Elizabethan era * children explain their own viewpoints * children know about some Elizabethan leisure activities * Talk about the similarities and differences between Elizabethan leisure activities and modern-day leisure activities. * children know about the achievements of Queen Elizabeth and the Elizabethan era * Give their own opinions about the significance of the achievements of Queen Elizabeth and the Elizabethan era | **Crime and Punishment**   * Talk about and compare the punishments that were used during the Roman, AngloSaxon, Tudor and Victorian times and give some reasons for them. * • Explain some key terms in the history of crime and punishment in Britain, such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation and hard labour. * • Use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they have about the life of the highway man Dick Turpin. * • Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day. | **Mayans**   * Say where the ancient Maya people lived, naming some major features and cities in them. * Know some of the main Maya gods and what they represented. * Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail. * Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words. * Research and provide some of their own ideas about the significance of corn and chocolate. * Describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation. |