



## SOUTH HILL PRIMARY SCHOOL Long Term Planning: History

<b>GOLDEN THREADS</b>			
<b>CHRONOLOGY</b>	<b>LIFESTYLE</b>	<b>HIERARCHY &amp; MONARCHY</b>	<b>INVASION &amp; WAR</b>
<b>EXAMINING THE EVIDENCE</b>	<b>LEGACY</b>	<b>PARLIAMENT</b>	

	Autumn Term	Spring Term	Summer Term
<b>EYFS</b>	<b>UNDERSTANDING THE WORLD – PAST AND PRESENT</b> <ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>What History looks like in the Early Years:</b></p> <ul style="list-style-type: none"> <li>Children will explore the past by looking at their own time line and what was different in the past when they were a baby, to now.</li> <li>They will explore the lives of those familiar to them and think about what was different when their parents and grandparents were growing up.</li> <li>Children will be encouraged to ask questions and engage in conversation.</li> <li>Stories will be shared that link to the past and encourage discussion to look at similarities and differences.</li> <li>Children will look at settings, characters and events that take place in stories set in the past.</li> <li>Through topics and interests, children will explore the past by looking at dinosaurs, fairytales and how people lived in the past, for example</li> </ul>		
<b>Year 1</b>	<p><u>Changes within living memory- Houses and Homes in the past. 1836 AD – Present</u></p> <p>Autumn 1. Hook: Local walk</p> <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> <li>Can they use words and phrases like old, new and a long time ago?</li> <li>Can they tell me about things that happened when they were little?</li> <li>Can they explain how they have changed since they were born?</li> </ul>	<p><u>Events Beyond Living Memory</u> <u>A Victorian School and Toys in the past</u> <u>1836 – 1901 AD</u></p> <p>Hook: Victorian Day.</p> <p><u>Chronological Understanding.</u></p> <ul style="list-style-type: none"> <li>Can they put up to three objects in chronological order (recent history)?</li> <li>Can they recognise that a story that is read to them may have happened a long time ago?</li> <li>Do they know that some objects belonged to the past?</li> <li>Can they retell a familiar story set in the past?</li> </ul> <p><u>Knowledge and Interpretation</u></p>	<p><u>The Lives of significant individuals</u> <u>Christopher Columbus and Neil Armstrong</u> <u>1451 – 1506 AD</u> <u>1930 – 2012 AD</u></p> <p>Hook: Use role play and our pirate ship in the school grounds to re-enact Christopher Columbus on the high seas</p> <p><u>Knowledge and Interpretation.</u></p> <ul style="list-style-type: none"> <li>Do they appreciate that some famous people have helped our lives be better today?</li> </ul> <p><u>Historical Interpretation.</u></p> <ul style="list-style-type: none"> <li>Can they find out more about a famous person from the past and carry out some research on him or her?</li> </ul>



## SOUTH HILL PRIMARY SCHOOL Long Term Planning: History

<b>GOLDEN THREADS</b>			
<b>CHRONOLOGY</b>	<b>LIFESTYLE</b>	<b>HIERARCHY &amp; MONARCHY</b>	<b>INVASION &amp; WAR</b>
<b>EXAMINING THE EVIDENCE</b>	<b>LEGACY</b>	<b>PARLIAMENT</b>	

		<ul style="list-style-type: none"> <li>Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</li> <li>Do they understand that we have a king who rules us and that Britain has had a king or queen for many years?</li> <li>Can they begin to identify the main differences between old and new objects?</li> <li>Can they identify objects from the past, such as vinyl records?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Can they spot old and new things in a picture?</li> <li>Can they answer questions using an artefact/ photograph provided?</li> <li>Can they give a plausible explanation about what an object was used for in the past?</li> <li>Can they ask and answer questions about old and new objects?</li> </ul>	
<b>Year 2</b>	<p><u>Vote for school council representatives/ link to parliament and democracy</u></p> <ul style="list-style-type: none"> <li>Can they explain what is meant by parliament?</li> </ul> <p><b>Remembrance day</b></p> <ul style="list-style-type: none"> <li>Can they research about a famous event that happens in Britain and why it has been happening for some time?</li> </ul>	<p><u>Events Beyond Living Memory - The Great Fire of London 1666 AD</u></p> <p>Hook: Fire engine visit</p> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Can they use the words 'past' and 'present' accurately?</li> <li>Can they sequence a set of events in chronological order and give reasons for their order?</li> </ul> <p><b>Knowledge and Interpretation</b></p>	<p><u>Significant Historical Events, people and places in the local environment.: South Hill Primary School, The Water Gardens (1951 AD)</u></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Can they use words and phrases like: before I was born, when I was younger?</li> <li>Can they use a range of appropriate words and phrases to describe the past?</li> </ul> <p><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"> <li>Can they explain how their local area was different in the past?</li> </ul>



## SOUTH HILL PRIMARY SCHOOL Long Term Planning: History

<b>GOLDEN THREADS</b>			
<b>CHRONOLOGY</b>	<b>LIFESTYLE</b>	<b>HIERARCHY &amp; MONARCHY</b>	<b>INVASION &amp; WAR</b>
<b>EXAMINING THE EVIDENCE</b>	<b>LEGACY</b>	<b>PARLIAMENT</b>	

		<ul style="list-style-type: none"> <li>Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Can they answer questions by using a specific source, such as an information book?</li> <li>Can they research the life of a famous Briton from the past using different resources to help them?</li> </ul> <p><u>The lives of significant individuals</u> <u>Florence Nightingale and Mary Seacole 1820 – 1910 AD</u> <u>1805 – 1881 AD</u></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?</li> <li>Can they explain why Britain has a special history by naming some famous events and some famous people?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Can they research the life of a famous Briton from the past using different resources to help them?</li> </ul>	<ul style="list-style-type: none"> <li>Can they give examples of things that are different in their life from that of their grandparents when they were young?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Can they find out something about the past by talking to an older person?</li> <li>Can they answer questions by using a specific source, such as an information book?</li> <li>Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</li> </ul>
--	--	---	---



## SOUTH HILL PRIMARY SCHOOL Long Term Planning: History

<b>GOLDEN THREADS</b>			
<b>CHRONOLOGY</b>	<b>LIFESTYLE</b>	<b>HIERARCHY &amp; MONARCHY</b>	<b>INVASION &amp; WAR</b>
<b>EXAMINING THE EVIDENCE</b>	<b>LEGACY</b>	<b>PARLIAMENT</b>	

<b>Year 3</b>	<p><u>Changes in Britain from the Stone Age to Iron Age 800000 BC - 750 BC</u></p> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Can they describe events and periods using the words BC, AC and decade?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> </ul> <p><b>Knowledge and Interpretation:</b></p> <ul style="list-style-type: none"> <li>• Can they appreciate that the early Brits would not have communicated or eaten as we do?</li> <li>• Can they begin to picture what life would have been like for the early settlers?</li> </ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they use 'information finding' skills in writing to help them write about historical information?</li> <li>• Can they, through research, identify similarities and differences between given periods in history?</li> <li>• Can they begin to use more than one source of information to bring together a conclusion about a historical event?</li> </ul>	<p><u>Britain's settlement by Anglo-Saxons and Scots 410BC – 1066AD</u></p> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they recognise and quantify the different time periods that exists between different groups that invaded Britain (link to Romans in Year 4)?</li> </ul> <p><b>Knowledge and Interpretation:</b></p> <ul style="list-style-type: none"> <li>• Can they recognise that Britain has been invaded by several different groups over time?</li> <li>• Can they recognise that invaders from the past would have fought fiercely using hand to hand combat?</li> <li>• Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?</li> <li>• Can they appreciate that war would inevitably have brought much distress and bloodshed?</li> <li>• Can they appreciate that wars start for specific reasons and can last a long time?</li> <li>• Can they appreciate that invaders were often a long way away from their homes for long periods and would have been 'homesick'?</li> </ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>• Can they use various sources to piece together information about a period in history?</li> </ul>	<p><u>A significant time in History The Coronation of Queen Elizabeth II and the coronation of King Charles III 1953 AD and 2023 AD</u></p> <p><b>Chronological Understanding:</b></p> <ul style="list-style-type: none"> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they set out on a timeline, within a given period, what special events took place?</li> <li>• Can they use mathematical knowledge to work out how long ago events would have happened?</li> </ul> <p><b>Knowledge and Interpretation:</b></p> <ul style="list-style-type: none"> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> </ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>• Can they research a specific event from the past?</li> <li>• Can they use 'information finding' skills in writing to help them write about historical information?</li> <li>• Can they begin to use search engines on the internet to help them find information more rapidly?</li> </ul>
-------------------	---	---	--



# SOUTH HILL PRIMARY SCHOOL

## Long Term Planning: History

<b>GOLDEN THREADS</b>			
<b>CHRONOLOGY</b>	<b>LIFESTYLE</b>	<b>HIERARCHY &amp; MONARCHY</b>	<b>INVASION &amp; WAR</b>
<b>EXAMINING THE EVIDENCE</b>	<b>LEGACY</b>	<b>PARLIAMENT</b>	

<b>Year 4</b>	<p><b><u>The Roman Empire and its impact on Britain</u></b></p> <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> <li>• Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> <li>• Can they explain how events from the past have helped shape our lives?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they research two versions of an event and say how they differ?</li> </ul> <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>• Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Can they plot recent history on a timeline using centuries?</li> </ul>	<p><b><u>Ancient Greece: A study of Greek life and achievements and their influence on the Western World</u></b></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Can they place periods of history on a timeline showing periods of time?</li> <li>• Can they use their mathematical skills to round up time differences into centuries and decades?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</li> <li>• Can they give more than one reason to support an historical argument?</li> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul>	
-------------------	---	--	--



## SOUTH HILL PRIMARY SCHOOL Long Term Planning: History

<b>GOLDEN THREADS</b>			
<b>CHRONOLOGY</b>	<b>LIFESTYLE</b>	<b>HIERARCHY &amp; MONARCHY</b>	<b>INVASION &amp; WAR</b>
<b>EXAMINING THE EVIDENCE</b>	<b>LEGACY</b>	<b>PARLIAMENT</b>	

<b>Year 5</b>	<p><u>The Vikings and Anglo-Saxons</u> <u>The struggle for the Kingdom of England</u> <u>410BC – 1066AD</u></p> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Can they use dates and historical language in their work?</li> </ul> <p><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they explain the role that Britain has had in spreading Christian values across the world?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>• Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?</li> </ul>	<p><u>Achievements of the earliest civilisations</u> <u>Ancient Egypt</u> <u>3100 BC – 320 BC</u></p> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Do they have a good understanding as to how crime and punishment has changed over the years?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they test out a hypothesis in order to answer a question?</li> <li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> </ul>	<p><u>A local history study of Hemel Hempstead: Rivers and land use over the past 100 years</u></p> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</li> <li>• Can they use their mathematical skills to work out exact time scales and differences as need be?</li> </ul> <p><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>• Can they begin to appreciate that how we make decisions has been through a Parliament for some time?</li> <li>• Do they appreciate that significant events in history have helped shape the country we have today?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>• Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</li> </ul>
-------------------	--	--	--



## SOUTH HILL PRIMARY SCHOOL Long Term Planning: History

<b>GOLDEN THREADS</b>			
<b>CHRONOLOGY</b>	<b>LIFESTYLE</b>	<b>HIERARCHY &amp; MONARCHY</b>	<b>INVASION &amp; WAR</b>
<b>EXAMINING THE EVIDENCE</b>	<b>LEGACY</b>	<b>PARLIAMENT</b>	

<b>Year 6</b>	<p><u>A study or an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066: World War 2 (1939 – 1945 AD)</u></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Can they say where a period of history fits on a timeline?</li> <li>• Can they place a specific event on a timeline by decade?</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• Can they summarise how Britain has had a major influence on world history?</li> <li>• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they identify and explain their understanding of propaganda?</li> <li>• Can they describe a key event from Britain's past using a range of evidence from different sources?</li> <li>• Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> </ul>		<p><u>A non-European history that contrasts with British History: Mayans (2000 BC – 250AD)</u></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> </ul>
-------------------	---	--	---



## SOUTH HILL PRIMARY SCHOOL Long Term Planning: History

<b>GOLDEN THREADS</b>			
<b>CHRONOLOGY</b>	<b>LIFESTYLE</b>	<b>HIERARCHY &amp; MONARCHY</b>	<b>INVASION &amp; WAR</b>
<b>EXAMINING THE EVIDENCE</b>	<b>LEGACY</b>	<b>PARLIAMENT</b>	

<b>The New Curriculum History: Key stage 1</b>	<b>The New Curriculum History: Key stage 2</b>
<ul style="list-style-type: none"> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>They should use a wide vocabulary of everyday historical terms.</li> <li>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</li> <li>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</li> </ul>

**Purpose of study**  
 A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.





## SOUTH HILL PRIMARY SCHOOL Long Term Planning: History

<b>GOLDEN THREADS</b>			
<b>CHRONOLOGY</b>	<b>LIFESTYLE</b>	<b>HIERARCHY &amp; MONARCHY</b>	<b>INVASION &amp; WAR</b>
<b>EXAMINING THE EVIDENCE</b>	<b>LEGACY</b>	<b>PARLIAMENT</b>	

### Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.