



Davenham Church of England Primary School

'Working Together, Playing Together, Serving God and Serving Others'

'...encourage one another and build each other up...'

1 Thessalonians 5:11.

LONG TERM PLAN HISTORY

HISTORY YEAR A	Year 1 and 2	Year 3 and 4	Year 5 and 6
	Victorians Great Fire of London Medieval	Stone Age Bronze Age Local History (Salt)	Anglo Saxons / Vikings Ancient Greece

**EYFS HISTORY HISTORY
END POINTS**

I can show that I understand the past through settings, characters and events encountered in books read in class and storytelling (ELG) (Past and Present)

I can talk about the lives of the people around me and their roles in society (ELG) (Past and Present)

I know some similarities and differences between things in the past and now drawing on my own experiences and what has been read in class (ELG) (Past and Present)

I can comment on images of familiar situations in the past.

I can compare and contrast characters from stories, including figures from the past.

HISTORY KSI YEAR A VICTORIANS	
END POINTS	ESSENTIAL KNOWLEDGE AND SKILLS
EP6: I can spot old and new things in a picture.	The Victorian period was between 1837 – 1901.
EP9: I can ask and answer questions about old and new objects.	The Queen during this period was Queen Victoria, she had nine children.
EP10: I can explain what an object from the past might have been used for.	Children from rich families played with toys such as clockwork train sets, toy soldiers, tea sets, rocking horses, dolls and dolls houses.
	The seaside was a popular holiday destination. People watched Punch and Judy shows and walked along the pier. People got dressed in a bathing machine and then were taken into the sea.
	Children from poor families played with home-made toys such as peg dolls and wooden boats. Rags were stuffed with sawdust to make balls and toy animals. If they were lucky, poor children were sometimes bought cheap penny toys from the market.
	VOCAB
	china, Victorians, slate, kaleidoscope, Prince Albert, thaumatrope, rocking horse, automata toys, abacus, zoetrope
	ASSESSMENT ACTIVITY
	Drama- Freeze frame different aspects of life in the Victorian times with children giving a live commentary of what is happening.

HISTORY KS1 YEAR A HEROES/GREAT FIRE OF LONDON	
END POINTS	ESSENTIAL KNOWLEDGE AND SKILLS
EP3: I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.	The Great Fire of London started in bakery in 1666, and it lasted for several days.
EP4: I can explain how some people have helped us to have better lives.	The fire began in Pudding Lane. It started with a spark from a fire and spread so quickly because the houses were thatched and very close together.
EP8: I can answer questions using books and the internet.	Water from the Thames was used to try to put the fire out. People had to carry the water in buckets as there were no firemen.
EP11 I can research the life of a famous person from the past using different sources of evidence.	Samuel Pepys wrote a diary about the fire. He buried it with cheese and wine and it was found many years later and the story was discovered.
	Florence Nightingale was an inspirational nurse. She was known as the Lady with the Lamp.
	VOCAB thatch, the Thames, leather buckets, London, horse and cart, heroes/inspirational people, nurse, firefighter
	ASSESSMENT ACTIVITY Create Royal Rules to explain how to prevent the fire from happening again.

HISTORY KSI YEAR A MEDIEVAL ESSENTIAL KNOWLEDGE AND SKILLS	
END POINTS	
EP1: I can use words and phrases like; old, new and a long time ago.	A long time ago people lived in castles rather than houses.
EP2: I can use words and phrases like; before, after, past, present, then and now	Castles were made of stone.
EP7: I can recognise that some objects belonged to the past.	Knights wore metal armour to go to battle.
EP8: I can answer questions using books and the internet.	Entertainment: There were court jesters who sung, danced and juggled.
	Castles were built on hills so the guards could look out for danger.
	Saint George is the Patron Saint of England.
	VOCAB portcullis, keep, drawbridge, dungeon, arrow stilt, knight, armour, moat, bailey
	ASSESSMENT ACTIVITY: Instructions for how to keep a castle safe.

HISTORY LKS2 YEAR A STONE AGE	
END POINTS	ESSENTIAL KNOWLEDGE AND SKILLS
EP I I can use a timeline within a specific period of history to set out the order that things may have happened.	The Stone Age period is said to have started around 3 million years ago when humans started to live in Europe.
EP II I can research what it was like for children in a given period of history and present my findings to an audience.	The Stone Age was followed by the Bronze Age period. This is when humans started to use metal.
	The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting.
	During the Palaeolithic Age (old Stone Age), people gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.
	During the Neolithic Age (towards end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history.
	VOCAB archaeologists, artefact, Neolithic, B.C., chronology, tribal, hunter-gatherers, shelter, civilization, settlement, prey
	ASSESSMENT ACTIVITY Living museum- talking about artefacts.

HISTORY LKS2 YEAR A BRONZE AGE	
END POINTS	ESSENTIAL KNOWLEDGE AND SKILLS
EP 9 I can explain how historic items and artefacts can be used to help build up a picture of life in the past.	The Broze Age was a period between 3000BC and 1200BC.
EPI4: I can research in order to find similarities and differences between two or more periods of history.	It is called the Broze Age because many items were made out of bronze.
	During the bronze age people travelled in long boats across the sea. They were powered by oarsmen.
	People had started to make carts with wheels for horses to pull.
	People started to live in roundhouses during this period.
	Bronze allowed farmers to work the land all year round.
	VOCAB bronze, agriculture, alloy, long boats, roundhouses, period, copper, spearheads, tin, chisels
	ASSESSMENT ACTIVITY Archaeologists then create a documentary.

HISTORY LKS2 YEAR A LOCAL HISTORY (SALT)	
END POINTS	ESSENTIAL KNOWLEDGE AND SKILLS
EP 4 I can use my mathematical knowledge to work out how long-ago events happened.	People have been mining for salt in Northwich since the Roman times when it was known as Condate.
EP 7 I can describe / explain how the lives of wealthy people were different from the lives of poorer people.	The first swimming baths in Northwich were the Verdin baths which opened in 1887.
EP8: I can explain how our locality has changed over time.	Railways first came to Northwich in 1863.
EP 11 I can research what it was like for children in a given period of history and present my findings to an audience.	The Anderton Boat lift was opened in 1875.
EPI3: I can research two versions of an event and explain how they differ.	In 2004 work was started to stabilise the salt mines under Northwich.
	VOCAB timeline, chemicals, brine, industrial, -wich, confluence, Cheshire plains, mines, Robert Verdin, orphan, workhouse
	ASSESSMENT ACTIVITY 'Visit Northwich' information leaflet.

HISTORY UKS2 YEAR A ANGLO SAXONS / VIKINGS	
END POINTS	ESSENTIAL KNOWLEDGE AND SKILLS
EP 1 I can draw a timeline with different historical periods showing key historical events or lives of significant people.	The Anglo Saxons came to Britain in the middle of the 5 th century.
EP 3 I can summarise the main events from a period of history, explaining the order of events and what happened.	For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land.
EP5: I can identify and explain differences, similarities and changes between different periods of history.	Anglo-Saxon way of life was different to ours.
EP8: I can describe how crime and punishment has changed over a period of time.	Sutton Hoo was an ancient burial discovered by archaeologists in 1939.
EP12: I can describe a key event from Britain's past using a range of evidence from different sources.	The Anglo-Saxons were fierce people who fought many battles, including fighting each other.
EP14: I can compare two or more historical periods, explaining things which changed and things which stayed the same.	Important battles were Battle of Brunanburh, Battle of Stamford Bridge and Battle of Hastings.
	The Anglo-Saxon period ended when the Normans conquered Britain in 1066 at the Battle of Hastings.
	VOCAB archaeologist, Anglo-Saxon kingdoms, shires, crime and punishment, thane, legacy, Wessex, Sutton Hoo, wergild, churl, Mercia
	ASSESSMENT ACTIVITY Mini fact booklet

HISTORY UKS2 YEAR A ANCIENT GREECE	
END POINTS	ESSENTIAL KNOWLEDGE AND SKILLS
EP4: I can summarise how Britain may have learnt from other countries and civilizations.	The Ancient Greeks invented the theatre.
EP5: I can identify and explain differences, similarities and changes between different periods of history.	Vases tell stories, myths and show Olympians.
EPII: I can describe the features of historical events and way of life from periods I have studied, presenting to an audience.	Events at the Greek's Olympics included wrestling, boxing, long jump, javelin, discus and chariot racing.
	Ancient Greeks worshipped lots of different Gods/Goddesses.
	Mythical creatures and stories were important to the Ancient Greeks.
	Most Ancient Greeks wore a chiton, which was a long T-shirt made from one large piece of cotton.
	VOCAB philosophy, Athenians, Spartans, democracy, Olympics, truce, Zeus, loincloth, Apollo, temple
	ASSESSMENT ACTIVITY Re-enactment of famous battles.

HISTORY YEAR B	Year 1 and 2	Year 3 and 4	Year 5 and 6
	<p>The Swinging 60's</p> <p>Space</p>	<p>Ancient Egypt (3100BC - 30BC)</p> <p>Iron Age (1200BC - 550BC)</p> <p>The Roman Empire</p>	<p>A study of an aspect or theme that extends chronological knowledge beyond 1066. WW2 (1939 - 1945)</p> <p>Broader History Study the Mayans</p>

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HISTORY KSI YEAR B SWINGING SIXTIES	
END POINTS	ESSENTIAL KNOWLEDGE
EP1: I can use words and phrases like; old, new and a long time ago.	The Beatles became a world-famous pop group. The four members of the group came from Liverpool and their music is still very popular today.
EP5: I can explain how I have changed since I was born.	The England football team won the World Cup in 1966. It is the only time England has won it.
EP6: I can spot old and new things in a picture.	Technology: people played vinyl records on record players. There were no mobile phones, TV was in black and white. There were only 2 channels: BBC & ITV then later BBC2. TVs had no remote controls.
EP8: I can answer questions using books and the internet.	
EP9: I can ask and answer questions about old and new objects.	
EP10: I can explain what an object from the past might have been used for.	
EP11: I can research the life of a famous person from the past using different sources of evidence.	
EP12: I can find out things about the past by talking to an older person.	
EP13: I can give examples of things that are different when my grandparents were children.	
	VOCAB old, new, long time ago, before, after, earlier, later, present, past, pop music, decade, mini skirt, the twist
	ASSESSMENT ACTIVITY Debate Would you like to have been born in the 1960's? Or a poster with likes/dislikes of the 1960's.

HISTORY KSI YEAR B SPACE	
END POINTS	ESSENTIAL KNOWLEDGE AND SKILLS
EP 3 I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.	Space –The Space Race was the race between Russia and USA to be the first to land on the moon. America won.
EP 4 I can explain how some people have helped us to have better lives.	The first man to walk on the moon was Neil Armstrong in 1969. Buzz Aldrin was second man on the moon. Their space craft was Apollo 11.
EP8: I can answer questions using books and the internet.	Before man went to the moon they sent flies, Albert the monkey and Laika the dog.
EPI1: I can research the life of a famous person from the past using different sources of evidence.	Neil Armstrong said “One small step for man, one giant leap for mankind” when he first set foot on the moon.
	Tim Peake was the first British astronaut to walk in space.
	There are 8 planets in our solar system.
	There is no gravity on the moon.
	VOCAB NASA, solar system, satellite, space shuttle, astronaut, Apollo 11, gravity, zero gravity
	ASSESSMENT ACTIVITY News reporters in the role of Neil Armstrong / reporter interviewing.

HISTORY LKS2 YEAR B ANCIENT EGYPTIANS	
END POINTS	ESSENTIAL KNOWLEDGE AND SKILLS
EPI1: I can research what it was like for children in a given period of history and present my findings to an audience.	Cleopatra was the last pharaoh of Egypt before the Romans took over.
EPI2: I can use research skills to find answers to specific historical questions.	Tutankhamen was known as the boy king, famous because his tomb was found in 1922.
EPI4: I can research in order to find similarities and differences between two or more periods of history.	After life was important to Ancient Egyptians so they mummified their dead.
	The Egyptians were the first civilization to invent writing.
	The Ancient Egyptians settled near the River Nile because it provided transport links and fertile land.
	VOCAB archaeologist, pharaohs, tombs, pyramid, hieroglyphs, scribe, sarcophagus, mummy, papyrus, scarab
	ASSESSMENT ACTIVITY Debate- living in Egyptian times compared to now.

HISTORY LKS2 YEAR B IRON AGE	
END POINTS	ESSENTIAL KNOWLEDGE AND SKILLS
EP 5 I can use my mathematical skills to round up time differences into centuries and decades.	Know the period was between BC800 and Ad43. It ended when the Romans invaded.
EPI0: I can explain how an event from the past has shaped our life today.	Know that Iron Age people tended to live in roundhouses.
	Know Iron Age communities were built up and formed on hill forts.
	Know that iron transformed the way Celtic people farmed as it was much stronger than the bronze that they had used previously.
	Know that iron is found in rocks. Very high temperatures are needed to melt it.
	VOCAB timeline, farming, culture, hill forts, roundhouses, tribal kingdoms, Celtic knots, archaeologists, druids
	ASSESSMENT ACTIVITY News report of significant changes.

HISTORY LKS2 YEAR B THE ROMAN EMPIRE	
END POINTS	ESSENTIAL KNOWLEDGE AND SKILLS
EP2 I can plot events of a timeline using centuries.	Julius Caesar was a Roman leader. He extended the empire by invading other lands.
EP3 I can describe events from the past using dates when things happened.	Boudicca was a queen of the British Celtic Icenii tribe who led an uprising against the occupying forces of the Roman Empire.
EP6 I can explain some of the times when Britain has been invaded.	A legend tells that Rome was created by two brothers, Romulus and Remus who were abandoned after they were born.
EP7 I can describe / explain how the lives of wealthy people were different from the lives of poorer people.	Romans used to eat food like dormice dipped in honey.
	Romans occasionally used a spoon, but they would never use a knife and fork. Rich Romans liked to eat exotic food, such as stork, roast parrot and even flamingo!
	When the Romans came to Britain, they helped us by creating roads; a written language (which was Latin); introducing coins and even introducing rabbits to our country.
	Romans had their own number system called Roman Numerals.
	VOCAB Centurion, Emperor, aqueduct, gladiator, Londinium, conquer, invade, Romanisation, Senate, Roman baths
	ASSESSMENT ACTIVITY Video message as a soldier back home.

HISTORY UKS2 WORLD WAR 2 YEAR B	
END POINTS	ESSENTIAL KNOWLEDGE AND SKILLS
EP2: I can place features of historical events and people from the past societies and periods in a chronological framework.	World War 2 was a battle between two groups of countries – the ‘Allies’ and the ‘Axis’. The major Allied powers included Britain, France, Russia, China and the United States. The major Axis powers included Germany, Italy and Japan.
EP3: I can summarise the main events from a period of history, explaining the order of events and what happened.	Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun.
EP6: I can summarise how Britain has had a major influence on the world.	The group most heavily targeted by the Nazis were the Jews. Millions of Jewish people were killed during World War 2 in one of history’s most terrible events – the Holocaust.
EP7: I can identify and explain propaganda.	Some countries remained ‘neutral’ in World War 2 – who chose not to join either side.
EP9: I can explain how Parliament affects decision making in England.	
EPI2: I can describe a key event from Britain’s past using a range of evidence from different sources.	
EPI3: I can test out a hypothesis in order to answer questions.	
	VOCAB
	Axis, Allies, Nazi, evacuation, evacuee, Blitz, propaganda, Holocaust, rationing, refugees
	ASSESSMENT ACTIVITY
	News Reporters Deliver a news report about an aspect or event within WW2.

HISTORY UKS2 YEAR B THE MAYANS	
END POINTS	ESSENTIAL KNOWLEDGE AND SKILLS
EP2: I can place features of historical events and people from the past societies and periods in a chronological framework.	The Mayans were expert mathematicians and astronomers. They used this expertise to make calendars.
EPI0: I can identify and explain differences, similarities and changes between difference periods of history.	Although the Mayans had metal-working skills, metal ores were scarce. Mayans used stone tools to carve the limestone that they used for their buildings.
	Chocolate was used to trade.
	Pok-ta-tok was a Mayan Sport.
	At the top of Mayan society was the king and royal family who were believed to be closely linked to the gods. An educated elite of scribes, priests and nobles formed the ruling class. They occupied the finest buildings in the city.
	Mayan society was formed of a number of city states each with their own ruler.
	<p style="text-align: center;">VOCAB</p> <p>key event, significant people, time period, hierarchical government, glyphs, Chichen Itza, cacao, Itzamna, kin, Mayans, Mexico, civilisation, ancient, artefact, indigenous people, astronomy, Mesoamerica, pyramids</p>
	<p style="text-align: center;">ASSESSMENT ACTIVITY</p> <p style="text-align: center;">Create their own Mayan God.</p>