

Long Term History Planning – Deighton Gates Primary School

Reception: EYFS	Spring 1: Space (the life of Neil Armstrong and Tim Peake)	Spring 2: Dinosaurs
Threshold Concepts	 Settlements Build an overview of world history: - Comments & asks questions about aspects of their familiar world such as places where they live or the natural world. (The World) - Shows an interest in different occupations and ways of life. (People + Communities) - Shows interest in the lives of people who are familiar to them. (People + Communities) - Remembers and talks about significant events in their own experience. (People + Communities) - Knows some of the things that makes them unique and can talk about some of the similarities and differences in relation to friends and family (People + Communities) Past and Present ELG Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling; People Culture and Communities ELG Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	 Artefacts Investigate and interpret the past: - Looks closely at similarities, pattern and change (The World) - Develops an understanding of growth, decay and change over time (The World)  Main events Understand chronology: - Develop an understanding of growth, decay and changes over time (The World)  Vocabulary Communicate historically: - Can talk about some of the things they have observed, such as plants, animals and natural found objects. (The World)

Long Term History Planning – Deighton Gates Primary School

Year 1	Autumn 2: The Great Fire of London	Spring 1: Family Albums <i>(understanding chronology)</i>	Summer 1: Great Outdoors <i>(travel/local history)</i>
Threshold Concepts	 Investigate and interpret the past: • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.  Build an overview of world history: • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	 Investigate and interpret the past: • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.  Understand chronology: • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.	 Investigate and interpret the past: • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.  Build an overview of world history: • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.  Communicate historically: • Use words and phrases such as: a long time ago, recently, when my

Long Term History Planning – Deighton Gates Primary School

	 Communicate historically: • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation’s history	 Build an overview of world history: • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.  Communicate historically: • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation’s history		
Year 2	Autumn 1: Local Area Study <i>(Significant people and Places from the locality)</i>	Autumn 2: Gunpowder Plot	Spring 1: Lives of Significant Individuals – Mary Seacole and Florence Nightingale.	Summer 2: An event beyond living memory – how we communicate	
Threshold Concepts	 Investigate and interpret the past: • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.  Understand chronology: • Use dates where appropriate.	 Investigate and interpret the past: • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.  Understand chronology: • Use dates where appropriate.	 Investigate and interpret the past: • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.  Understand chronology: • Use dates where appropriate. • Place events and artefacts in order on a time line.	 Investigate and interpret the past: • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.  Understand chronology: • Use dates where appropriate. • Build an overview of world history.	

Long Term History Planning – Deighton Gates Primary School

	  Build an overview of world history: • Describe historical events.  • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.  Communicate historically: • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	  Build an overview of world history: • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.  Communicate historically: • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	 Build an overview of world history: • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.  Communicate historically: • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history	 Communicate historically: • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history
Year 3	Autumn 1 – Can You Survive the Stone Age? (stone age to iron age)	Spring 2: What was it like to be Roman?	Summer 1: Who were the ancient Greeks?	
Threshold Concepts	 Investigate and interpret the past: • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Suggest causes and consequences of some of the main events and changes in history.	 Investigate and interpret the past: • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	 Investigate and interpret the past: • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	

Long Term History Planning – Deighton Gates Primary School

	 Understand chronology: - Place events, artefacts and historical figures on a time line using dates. - Understand the concept of change over time, representing this, along with evidence, on a time line. - Use dates and terms to describe events.   Build an overview of world history: - Describe changes that have happened in the locality of the school throughout history. (Through geography cross curricular).   Build an overview of world history: - Give a broad overview of life in Britain from ancient until medieval times. - Describe the social, ethnic, cultural or religious diversity of past society. - Compare some of the times studied with those of other areas of interest around the world.  Communicate historically: - Use appropriate historical vocabulary to communicate, including: - dates - time period - era - change - chronology.	- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. - Suggest causes and consequences of some of the main events and changes in history.  Understand chronology: - Place events, artefacts and historical figures on a time line using dates. - Use dates and terms to describe events.   Build an overview of world history: - Give a broad overview of life in Britain from ancient until medieval times. - Describe the social, ethnic, cultural or religious diversity of past society. - Compare some of the times studied with those of other areas of interest around the world.  Communicate historically: - Use appropriate historical vocabulary to communicate, including: - dates - time period - era - change - chronology.	 Understand chronology: - Place events, artefacts and historical figures on a time line using - Use dates and terms to describe events.   Build an overview of world history: - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - Compare some of the times studied with those of other areas of interest around the world.  Communicate historically: - Use appropriate historical vocabulary to communicate, including: - dates - time period - era - change - chronology.
--	---	--	--

Long Term History Planning – Deighton Gates Primary School

Year 4	Autumn 1: Invader and Settlers –The Anglo Saxons	Autumn 2: Dragons of the Sea – Viking raids and invasions	Summer 2: Normans Leading to Magna Carta
Threshold Concepts	 Artefacts Investigate and interpret the past: • Use evidence to ask questions and find answers to questions about the past. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  Main events Understand chronology: • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.  Society  Beliefs  Location  Conflict Build an overview of world history: • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Compare some of the times studied with those of other areas of interest around the world.  Vocabulary Communicate historically: • Use appropriate historical vocabulary to communicate, including: • dates • time period	 Artefacts Investigate and interpret the past: • Suggest suitable sources of evidence for historical enquiries.  Main events Understand chronology: • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events.  Travel and exploration  Conflict  Location  Society Build an overview of world history: • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Compare some of the times studied with those of other areas of interest around the world. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Vocabulary Communicate historically: • Use appropriate historical vocabulary to communicate, including: • dates • time period • era	 Artefacts Investigate and interpret the past: • Suggest suitable sources of evidence for historical enquiries. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.  Main events Understand chronology: • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events.  Location  Society Build an overview of world history: • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Compare some of the times studied with those of other areas of interest around the world.  Vocabulary Communicate historically: • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology.

Long Term History Planning – Deighton Gates Primary School

	• era • change • chronology.	• change • chronology.	
Year 5	Autumn 1 & 2: Keep Calm and Carry on WW1	Spring 2: Victorian Wetherby <i>(local history study)</i>	Summer 2: Incredible Egyptians
Threshold Concepts	 Investigate and interpret the past: • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past.  Understand chronology: • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.	 Investigate and interpret the past: • Use sources of evidence to deduce information about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past.  Understand chronology: • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.   Build an overview of world history: • Identify continuity and change in the history of the locality of the school. • Describe the social and cultural diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	 Investigate and interpret the past: • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Understand that no single source of evidence gives the full answer to questions about the past  Understand chronology: • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.     Build an overview of world history: • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including

Long Term History Planning – Deighton Gates Primary School

	  Build an overview of world history: • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Communicate historically: • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.	 Communicate historically: • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.	ideas, beliefs, attitudes and experiences of men, women and children.  Communicate historically: • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.
Year 6	Autumn 1: Tudors – Crime and Punishment		Spring 1: Mayans
Threshold Concepts	 Investigate and interpret the past: • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past.		 Investigate and interpret the past: • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices.  Understand chronology: • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

Long Term History Planning – Deighton Gates Primary School

- Refine lines of enquiry as appropriate.



Main events

Understand chronology:

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.



Beliefs



Travel and exploration

Build an overview of world history:

- Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.



Culture and pastimes



Location



Conflict



Society



Vocabulary

Communicate historically:

- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era

- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.



Settlements



Beliefs



Food and farming



Culture and pastimes



Location



Society

Build an overview of world history:

- Compare some of the times studied with those of the other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.



Vocabulary

Communicate historically:

- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era
 - chronology
 - continuity
 - change
 - century
 - decade
 - legacy.

Long Term History Planning – Deighton Gates Primary School

	• chronology • continuity • change • century • decade • legacy.		
--	---	--	--