

LEYS FARM JUNIOR SCHOOL
HISTORY Long Term Plan

When planning a unit of learning, teachers should ensure:

World Building:

1. Geography of area is looked at first (physical maps) – what does this tell us about the people?
2. Timelines are used and scaled (progression within this) – the narrative of the timeline is the most important. Overarching timeline should be referred to constantly during the unit and links made with other areas studied and to be studied. Children need to know both BC and BCE and AD and ACE language. They need to know that Year 0 does not exist and be able to explain that 16th century refers to 1500s etc.
3. Enquiry questions lead to children’s own sub-enquiry (Curiosity) questions – children need to be given the chance to ask new questions based on new learning at the end of every history lesson.
4. Images and videos are important – but they must be used as a ‘source of evidence’ and challenged for reliability. Horrible Histories is a great example of playing on misconceptions so children must be taught this is comedy before any use.
5. Sources should be both primary and secondary where possible – it is important to teach children that both can be both reliable and unreliable. When primary sources are used – it is ok to translate what is being said as long as children see the original quote.

Golden Threads:

Invasion – Cavemen and Creatures, Villainous or Valiant?, Bombs and Blackberries

Religious and Cultural Conflict – Cavemen and Creatures, Villainous or Valiant?, When in Rome, Tudor Tales, The New World

Religion and Society - Villainous or Valiant?, Around the World in 80 Days, Under the Canopy, Who Let the Gods Out?, When in Rome, Tudor Tales, The New World

Revolution – Vive La France, Children of the Revolution

Legacy and Significance – Villainous or Valiant?, Who let the Gods out? When in Rome, Tudor Tales, Once Upon a Planet, The Roof of the World, Children of the Revolution.

Cycles A and B	Autumn	Spring	Summer
A	<p style="text-align: center;">Under the Canopy The Maya, Rivers and Rainforests (Amazon)</p> <p>Historical Association Scheme of Work written by Diane Davies Scheme of Work: Maya / Historical Association (history.org.uk)</p> <p>StaffShared - Under the Canopy (Maya) - All Documents (sharepoint.com)</p> <p>EQ: Who were the Maya? What are the similarities and differences between the Maya and Anglo-Saxons?</p> <p>Comparison: Maya society to Anglo-Saxon England. Comparison of religious beliefs – what does this tell us?</p> <p>Lenses: Cultural Social Political Economic</p>	<p style="text-align: center;">Who Let the Gods Out? Ancient Greeks</p> <p>Historical Association Scheme of Work: Ancient Greece</p> <p>Scheme of Work: Ancient Greece / Historical Association (history.org.uk)</p> <p>StaffShared - Who let the Gods out (Ancient Greeks) - All Documents (sharepoint.com)</p> <p>EQ: How can we find out about the civilisation of Ancient Greece? Can we thank the Ancient Greeks for anything in our lives today?</p> <p>Impact: Impact on philosophy, medicine, democracy.</p> <p>Comparison of religious beliefs to Maya. Significant Individual Study: Hippocrates, Plato, Socrates, Aristotle, Alexander the Great.</p> <p>Lenses:</p>	<p style="text-align: center;">When in Rome... – The Roman impact on Britain</p> <p>Historical Association Scheme of Work: Roman Britain Primary History Summer Resource 2017: Roman Britain / Historical Association</p> <p>StaffShared - When in Rome (Roman Britain) - All Documents (sharepoint.com)</p> <p>EQ: When did the Romans invade and why? Did the native Britons welcome or resist the Romans, and why? How did the Romans influence the culture of the people already here?</p> <p>Local History links: Lincoln Ermine Street – why was it built? Impact: Impact on religion, language, time. Significant Individual study: Boudica</p> <p>Lenses: Cultural Political Religious</p> <p>Key Vocabulary:</p>

	<p>Religious</p> <p>Key Vocabulary: <i>Ahau, batab, cacao, cenote, codices, Chichen Itza, glyphs, huipil, itzamna, Kin, kukulcan, Uinal, Ancestor, archaeology, astronomy, ball court, calendar, ceramics, city, class, compound, courtyard, festival, hieroglyphs, jade, Meso-America, mural, mythology, noble, plaza, priest, pyramid, re-enactor, sacrifice, slave, stela, temple,</i></p> <p>Key Knowledge: See Scheme of Work.</p>	<p>Cultural Religious</p> <p>Key Vocabulary: <i>Democracy, philosophy, acropolis, city-state, Parthenon, marathon, Olympics, citizen, philosopher, alphabet, tragedy</i></p> <p>Key Knowledge See Scheme of Work.</p>	<p><i>Emperor, Centurian, barbarian, numerals, gladiator, bathhouse, mosaic, amphitheatre, aqueduct, villa, chariot</i></p> <p>Key Knowledge: See Scheme of Work.</p>
<p>Y3/4 B</p>	<p>Cavemen and Creatures (Stone Age to the Iron Age) Including animals</p> <p>Historical Association Scheme of Work: Stone Age to Iron Age Scheme of Work: Stone Age to Iron Age / Historical Association (history.org.uk)</p> <p>StaffShared - Cavemen and Creatures (Stone Age) - All Documents (sharepoint.com)</p> <p>EQ: How do we know about prehistory?</p>	<p>Villainous or Valiant? Anglo-Saxons/Vikings- Main focus – Anglo-Saxons and conflict</p> <p>Historical Association Scheme of Work: Anglo-Saxon, Viking and Scots settlement in Britain</p> <p>Scheme of Work: Anglo-Saxon, Viking and Scots settlement in Britain / Historical Association (history.org.uk)</p> <p>StaffShared - Villainous or Valiant (Anglo- Saxons and Vikings) - All Documents (sharepoint.com)</p>	<p>Around the world in 80 days</p> <p>In depth of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Historical Association- Comparing Ancient Civilisations Scheme of Work: Comparing Ancient Civilisations / Historical Association (history.org.uk)</p> <p>Ancient Egyptian Beliefs Beliefs in Ancient Egypt: Scheme of Work / Historical Association (history.org.uk)</p>

	<p>What were people's lives like in the stone age and how did this change? What was 'new' about the New Stone Age? Which was better, bronze or iron? If you were Julius Caesar, would you have invaded Britain in 55BC? When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p> <p>Local History links: Socketed Axe found in area – evidence of prehistoric settlement in area.</p> <p>Lenses: Cultural Social</p> <p>Key Vocabulary: <i>Hunter-gatherer, Nomad, Tribe, Skara Brae, Bronze/Iron, Roundhouse, Hillfort, Smelting, Druid, Domesticate, Prehistory, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Homosapiens, Pelt, Beaker, Celt, Bronze, Roundhouse, Hillfort, Quern, Smelting, Druid, Borer, Domesticate.</i></p>	<p>EQ: Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain? How well did the Anglo-Saxons and Vikings get on with each other? What was life really like in Anglo-Saxon and Viking Britain? What did the Anglo-Saxons and Vikings leave behind?</p> <p>Comparison of religious beliefs – what does this tell us about the people? Link Roman Influence on Britain.</p> <p>Local History Links: Viking and Anglo-Saxon villages – 'The Viking Way'.</p> <p>Cultural links: Arab account of meeting a Viking.</p> <p>Significant Individual study: Aethelfled of Mercia Sweyn Forkbeard</p> <p>Lenses: Cultural Social Political Religious.</p>	<p>StaffShared - Around the World (Egyptians and Comparison) - All Documents (sharepoint.com)</p> <p>EQ: What do the earliest civilisations have in common?</p> <p>Comparison: Earliest civilisations – what do they all have in common? What does this tell us about the people at the time?</p> <p>Lenses: Cultural Social Political Economic Religious</p> <p>Key Vocabulary: <i>Amulet, canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Ankh, Rosetta Stone, Pharaoh, Scarab, Papyrus, Scribe, Amulet, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Pyramid, Barter</i></p> <p>Key Knowledge: Ancient Egyptian Beliefs (see Scheme of Work).</p>
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	<p>Key Knowledge: Chronology and World-Building See Scheme of Work.</p>	<p>Key Vocabulary: <i>Vikings, Anglo-Saxons, Raid, Settle, settlement, Long ship, Danelaw, paganism, conversion, myths, legends, Valhalla, Longboat, Chieftain, Manuscript.</i></p> <p>Key Knowledge: Chronology and World-Building See Scheme of Work.</p>	<p>Comparison to other Ancient Civilisations (see Scheme of Work).</p>
A	<p>Once Upon a Planet including Space</p> <p>EQ: What makes a person significant in history? EQ: How have humans impacted the planet?</p> <p>Significant Individuals: David Attenborough Greta Thunberg</p> <p>Key Vocabulary: <i>Evolution, Significant, Impact</i></p> <p>Key Knowledge: Timeline of the Earth Previous Ice-Ages</p>	<p>The Roof of the World Himalayas and India</p> <p>EQ: Does history fairly choose and tell the story of all significant individuals?</p> <p>Cultural links: Nepalese soldiers in WW2 – link to adaptations due to climate. Significant Individuals: Hillary and Tenzing Norgay</p> <p>Key Vocabulary: <i>Significant, Sherpa, record</i></p> <p>Key Knowledge: George Mallory Hillary and Norgay and reaching the peak of Everest.</p>	<p>WWII Bombs and Blackberries Including gardening links</p> <p>Historical Association Scheme of Work: WW2</p> <p>Scheme of Work: The Blitz: all we need to know about World War II? / Historical Association (history.org.uk) StaffShared - Bombs and Blackberries (WW2) - All Documents (sharepoint.com)</p> <p>EQ: How significant was the Blitz? World War II: whose war? What was the impact of World War II on people in our locality?</p>

			<p>How well does a fictional story tell us what it was like to be an evacuee? Evacuee experiences in Britain: is this all we need to know about children in World War II? New opportunities? How significant was the impact of World War II on women? What did men do in World War II? Did all men have to fight? When was the most dangerous time to live? How different was the Blitz?</p> <p>Cultural links: Sergeant Sidney Cornell (first parachute in D-Day landings). Windrush Significant Individuals: Leaders of allied and axis forces</p> <p>Key Vocabulary: <i>Blitz, evacuee, Nazi, propaganda, Spitfire, Luftwaffe, Messerschmidt Anderson shelter, rationing, land girls, munitions</i></p> <p>Key Knowledge: See Scheme of Work.</p>
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<p>B</p>	<p style="text-align: center;">Tudor Tales (including a focus on Shakespeare)</p> <p>Historical Association Scheme of Work: Elizabethans</p> <p>Primary Scheme of Work: The Elizabethans / Historical Association (history.org.uk)</p> <p>StaffShared - Tudor Tales (and Shakespeare) - All Documents (sharepoint.com)</p> <p>EQ: What is the Church of England and why was it created? (Link to RE LTP) Did changes in religion lead to conflict? What impact has Shakespeare had on today? (Link to Reading Spine) What do we understand by Elizabethan times? What does Elizabeth's visit to Kenilworth Castle tell us? Elizabethan times: How safe was it? Does the story of Sir Francis Drake tell us all we need to know about the Tudor World? Beyond Elizabeth's Court? What was it like to live in Elizabethan times?</p> <p>War of the Roses</p>	<p style="text-align: center;">The New World</p> <p>Historical Association Scheme of Work: The Georgians</p> <p>Scheme of Work: The Georgians / Historical Association (history.org.uk)</p> <p>StaffShared - The New World (Settlement of North America) - All Documents (sharepoint.com)</p> <p>EQ: What is prejudice and discrimination and why has it happened throughout history? Why did European settlers want to settle in America? Did this settlement lead to conflict?</p> <p>Mini-project on Apartheid in South Africa with Journey to Jo' Burg.</p> <p>Cultural links: The Slave Trade & Black History in America.</p> <p>Significant individual Study: Pocahontas, Rosa Parks, Martin Luther-King, Nelson Mandela</p> <p>Lenses: Cultural Social</p>	<p style="text-align: center;">Children of the Revolution Victorians and how Scunthorpe has changed</p> <p>EQ: What was life like before Scunthorpe was industrialised? Why was steel made in Scunthorpe? What was life like for steel-workers?</p> <p>Cultural links: Slavery in the area 'Corin Fowler National Trust report.</p> <p>Comparison: Comparison of industrial in the area to other areas of UK.</p> <p>Significant Individuals: Winn Brothers, Sheffield family. Victorian inventors.</p> <p>Lenses: Cultural Social Political Economic</p> <p>Key Vocabulary: <i>Revolution, census, rural/ urban Industrialisation, Blast furnaces, Wrought iron and steel</i></p> <p>Key Knowledge: What a revolution is.</p>
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	<p>Religion conflict (Protestantism and Catholicism) Witchcraft and scapegoating Gun Powder Plot Significant individual study: Henry VIII One of Henry VIII's wives, Elizabeth I, Shakespeare, Mary Queen of Scots.</p> <p>Lenses: Cultural Social Political Religious Economic</p> <p>Vocabulary:</p> <p>Key Knowledge: See Scheme of Work.</p>	<p>Political Economic Religious</p> <p>Key Knowledge: Chronology of apartheid laws in South Africa. Fight for freedom – Nelson Mandela</p> <p>Discover and exploration of America. Settlement of America through to the West and challenges faced. Conflict with settlers and Native Americans. Propaganda – homesteads. The Slave Trade.</p> <p>Vive La France</p> <p>Historical Association Guidance: Age of Revolutions Age of Revolutions Resources / Secondary / Historical Association (history.org.uk) EQ: What is a revolution and why do they happen?</p> <p>Comparison: Revolutions Significant Individual study: Marie Antoinette</p> <p>Lenses: Cultural</p>	<p>Beginning of industrial revolution in Britain. Timeline comparison of Steelworks to Britain's industrialisation. The growth of the Five Villages. (Map work). Life in Victorian ironworks Normanby Hall and life for staff and the family. Census work and what it tells us about life and how it changed. The future of Scunthorpe.</p>
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		<p>Economic Political.</p> <p>Key Knowledge: Reasons for the French Revolution Revolutionist propaganda (Marie Antoinette) Storming of the Bastille Legacy of the French Revolution (comparison of other revolutions – see Scheme of Work).</p> <p>Key Vocabulary: <i>Homestead, Revolution, Parliament, Guillotine, Upheaval, Apartheid, Segregation, Prejudice, Discrimination, Native, Pioneer.</i></p>	
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