

History Long Term Plan KS1 and KS2



		Term 2	Term 3	Term 5
Year group	Knowledge Organiser	Guy Fawkes	Christopher Columbus , & Captain Cook	Toys & Transport
1	Substantive concept(s)	Religion	Empire Civilisation	Civilisation
	Enquiry question and aim of unit	How did the Gunpowder Plot affect Britain? <i>Children can explain that as a result of the Gunpowder Plot Catholics were treated unfairly.</i>	What places did Captain Cook and Christopher Columbus discover? <i>Children can explain what Captain Cook and Christopher Columbus discovered.</i>	How has transport changed from the Viking Age to the 20th century? How have toys changed/developed since the 19th century? <i>Children can explain the similarities and differences between toys and transport from the past to now.</i>
	National Curriculum Programme of Study	<i>Knowledge and understanding of the wider world</i> <i>World history</i> Events beyond living memory that are significant nationally or globally.	<i>Knowledge and understanding of the wider world</i> <i>Similarities and differences</i> <i>Contributions by significant figures</i> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	<i>History skills and concepts: identify similarities and differences between time periods</i> <i>Significant changes in history</i> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

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2	Knowledge Organiser	The Great Fire of London	Florence Nightingale & Mary Seacole	Pocahontas
	Substantive concept(s)	Civilisation Peasantry	Civilisation	Empire
	Enquiry question and aim of unit	How did the Great Fire of London affect future buildings and what effect did it have on people? <i>Children can explain how buildings were developed after the Great Fire of London and how people were affected.</i>	How did Mary Seacole and Florence Nightingale influence modern nursing? <i>Children can explain how nursing has changed, including similarities and differences.</i>	Why is Pocahontas' memorial statue an important part of Gravesend's history? <i>Children can explain why Pocahontas is important to our local history.</i>
	National Curriculum Programme of Study	<i>Knowledge and understanding of the wider world</i> <i>World history</i> Events beyond living memory that are significant nationally or globally.	<i>History skills and concepts</i> <i>Contributions by significant figures</i> Making connections in the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	<i>Local history</i> <i>Significant events</i> Significant historical events, people and places in their own locality.

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		Term 2	Term 3	Term 4	Term 5
3	Knowledge Organiser	<u>Stone Age to Iron Age</u>	<u>Ancient Greece</u>	<u>Romans</u>	
	Substantive concept(s)	Civilisation Religion	Civilisation Religion	Civilisation Empire Religion Invasion	
	Enquiry question and aim of unit	How did technology change from the Stone Age to the Iron Age? <i>Children can explain changes in technology from the Stone Age to the Iron Age.</i>	Explain what life was like for the Ancient Greeks. <i>Children can explain what life was like in terms of religion and culture.</i>	How did the Roman invasion of Britain affect the Celtic tribes and how did they change Britain? <i>Children can explain how the Celtic people reacted to the invasion and how the Romans modernised Britain.</i>	
	National Curriculum Programme of Study	<i>Knowledge and understanding of British history</i> <i>History skills and concepts</i> <i>History of the British Isles</i> Changes in Britain from the Stone Age to the Iron Age	<i>Knowledge and understanding of the wider world</i> <i>History skills and concepts</i> <i>World history- ancient civilisations</i> Ancient Greece – a study of Greek life and achievements and their influence on the western world	<i>Knowledge and understanding of the wider world</i> <i>History skills and concepts</i> <i>World history- ancient civilisations</i> The Roman Empire and its impact on Britain	

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4	Knowledge Organiser	Anglo Saxons	Vikings		Dover Castle
	Substantive concept(s)	Civilisation	Invasion Religion Civilisation		Civilisation Invasion
	Enquiry question and aim of unit	How did the Kingdoms of 'England' work together? <i>Children can explain how the Kingdoms traded and defended themselves.</i>	How did the Vikings change Britain? <i>Children can explain how the Vikings changed the Kingdoms and which lands they occupied.</i>		How has the use of Dover Castle changed since its construction to the present day? <i>Children can explain how Dover Castle has been used for many purposes and what they are.</i>
	National Curriculum Programme of Study	<i>History skills and concepts</i> <i>Knowledge and understanding of British history</i> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Viking raids and invasion. 	<i>History skills and concepts</i> <i>Knowledge and understanding of British history</i> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Viking raids and invasion. 		<i>History skills and concepts</i> <i>Local history</i> Dover Castle A local history study of a site dating from a period beyond 1066 that is significant to the areas' chronological knowledge beyond 1066
5	Knowledge Organiser	Tudors and Stuarts		Ancient Egypt	First World War
	Substantive concept(s)	Parliament Civilisation Religion Peasantry		Civilisation Religion	Invasion Civilisation

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	Enquiry question and aim of unit	<p>Explain the causes of the Reformation and English Civil War.</p> <p><i>Children can explain that the Reformation was caused by Henry VIII's desire to get a divorce and that the English Civil War was caused by tensions between the King and Parliament.</i></p>		<p>What was life like for Ancient Egyptians? Discuss: religion and society's structure.</p> <p><i>Children can explain what life was like for Ancient Egyptians, making reference to religion and societal structure.</i></p>	<p>Explain the aim of the Treaty of Versailles?</p> <p><i>Children can explain the purpose of the Treaty of Versailles.</i></p>
	National Curriculum Programme of Study	<p><i>Knowledge and understanding of British history</i></p> <p><i>Chronological understanding and history of the British Isles</i></p> <p>A study of an aspect or theme in British history that extends a pupil's knowledge.</p>		<p><i>Knowledge and understanding of the wider world</i></p> <p><i>World history- ancient civilisations and significant aspects of history in the wider world</i></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p><i>Knowledge and understanding of the wider world</i></p> <p><i>Cause and consequence</i></p> <p>Changes in an aspect of social history</p>
6	Knowledge Organiser	<u>Victorians</u>		<u>Second World War</u>	<u>Baghdad</u> c AD900
	Substantive concept(s)	Civilisation Peasantry		Civilisation Invasion	Civilisation Religion

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	Enquiry question and aim of unit	<p>How is life for children in the 21st century different to the life of a Victorian child?</p> <p><i>Children can compare life now to the life of a child in Victorian Britain, showing an understanding of society in the 19th century.</i></p>		<p>Explain what life was like for children during WW2?</p> <p><i>Children can explain about the effects of the Blitz and Evacuation and rationing.</i></p>	<p>What was life like in Britain compared to life in early Baghdad?</p> <p><i>Children can compare life in Britain in the Anglo Saxon/Viking Age to Baghdad at the same time.</i></p>
	National Curriculum Programme of Study	<p><i>Knowledge and understanding of British history</i></p> <p><i>Chronological understanding and historical perspective</i></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		<p><i>Knowledge and understanding of the wider world</i></p> <p><i>Cause and consequence</i></p> <p>Changes in an aspect of social history</p>	<p><i>Knowledge and understanding of the wider world</i></p> <p><i>World history</i></p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900;</p>