

History Long Term Plan KS1

Early Years		
ELG	Vocabulary	Key Concepts
<p>Understanding the World ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>Old, New, Past, Yesterday, Last week, A long time ago, years, Mum, Dad, Parent, Grandparent, Carer, Family, Photograph, before, after</p> <p>Words for feelings such as ‘happy,’ ‘sad,’ ‘scared,’ ‘excited’ and ‘worried’</p> <p>Discuss why they respond the way they do/did, ‘because’...</p> <p>Explore similarities and differences and extend vocabulary to reflect this ‘same,’ ‘different,’ ‘similar’ as well as appropriate descriptive language.</p>	<p>Birth to 5 matters</p> <p>Understanding the world: People and communities (Age range 5, roughly 36 to 48 months) A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family <p>(Age range 6, roughly 48 to 71 months) A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions
<p>Purple = consolidation</p>		

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	Autumn	Spring	Summer
Year A			
Topic			
Relevant area of Programme of study	<p>♣Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Have people always eaten the same sweets?</p> <p>*How were black people treated differently in the past?</p> <p>*Black History Month</p>	<p>♣Significant historical events, people and places in their own locality.</p> <p>Changes within living memory.</p> <p>What was it like to go to Fishergate School in the past?</p>	<p>♣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.</p> <p>Who would you prefer to have as your King - Henry VIII or King Charles?</p>
Vocabulary	Revisited: Past, years, photograph, Grandparent, before/after	Revisited: History, chronological order, past, then/now, before/after, timeline	Revisited: History, chronological order, monarch, a long time ago, years, photograph, before/after, earlier, later, timeline
	Progression: History, since I was born, chronological order, timeline, present, then/now, parent, great grandparent, chocolate orange, KitKat, Rowntrees, pear drops, racism	Progression: Local, Fishergate, First World War, monarch	Progression rule, source, artefact, evidence, before/after, earlier, later, heir, Tudors, CE (common era)
Disciplinary Knowledge	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 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 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.
Chronological Knowledge Pupils are not expected to remember all dates, but to be able to recall the order events took place	<p>To know the Terry's Chocolate Orange was invented in York in 1932 CE.</p> <p>To know the Kitkat was launched in 1935 CE.</p> <p>To know the KitKat Chunky was launched in 1998 CE.</p> <p>To know what year it is now</p>	<p>To know Fishergate School opened in 1895 CE.</p> <p>To know that World War I lasted between 1914 - 1918 CE.</p> <p>To know the Rocking Horses came to Fishergate in 1954 CE.</p> <p>To know what year it is now.</p>	<p>To know King Henry VIII was King from 1509 - 1547 CE.</p> <p>To know King Charles became King in 2023CE and is still King.</p> <p>To know the chronological order of all the History topics this year.</p>
Substantive Concepts	Revisited: family, immigration, segregation	Revisited: family, memory, oral history	Revisited: family

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	Progression: Trade, commerce, protest, immigration, segregation, memory, oral history	Progression: education, war	Progression: monarchy, lineage, church, state, nation, royalty, government, law, power, nobility
Topic Knowledge	Key Knowledge: To know 'history' is learning about things that happened in the past. To know people ate different sweets in the past. To know 'history' is learning about things that happened in the past. To know that chronological order means putting things in time order.	Key Knowledge: To know Fishergate School opened during the Victorian era. To know the Victorian era is named because Queen Victoria was the monarch. To know Fishergate School used to be different in the past. To know 'history' is learning about things that happened in the past. To know that chronological order means putting things in time order.	Key knowledge: To know a King or a Queen was in charge of a country. To know you can only become a monarch if you are the child of a monarch (heir). To know that chronological order means putting things in time order. To know an artefact is an object from the past that teaches us about the past.
	To know there used to be two sweets factories in York: Rowntrees and Terrys. To know that Terrys is now housing and Rowntrees is owned by Nestle. To know black people were not treated fairly in the past. To know it was wrong that black people had to give up their bus seats to white people. To know Rosa Parks protested until black people were allowed to sit where they liked on buses.	To know some facts about Fishergate when my parents were children. To know some facts about Fishergate when my grandparents were children. To know some facts about Fishergate one hundred years ago. Examples: To know that Fishergate did not have computers and smart boards in the past. To know teachers used to write on chalkboards. To know the school uniform was different. To know the children at Fishergate used to sit at individual desks and write on slates. To know there used to be lots more children in the classes and older children went to Fishergate. To know the children at Fishergate used to play with the dolls' house and the rocking horse. To know some of the teachers could not come to school during the first World War because their houses were bombed. To know some of the ex-pupils of Fishergate fought and died in the first World War.	To know the Tudors lived about 500 years ago, and were named because the monarch was called Henry Tudor. To know that the Tudor period was not one event, but lasted for a hundred years (1485 - 1603) To know that in the past, the first male heir would become monarch, but now, the first child becomes monarch if they are a boy or a girl. To know Henry VIII established the Church of England because he didn't like that the Pope had more power than him. To know Henry VIII ordered many Catholic churches to be destroyed. To know Henry VIII had six wives because he wanted a male heir. To know Henry VIII executed those who broke his laws. To know King Charles does lots of work to protect the environment. To know that we have a government so the King Charles does not have the same power as King Henry VIII.
Year B			
Topic			
Relevant area of Programme of study	Lives of significant people in sport - Black History Month	♦Events beyond living memory that are significant nationally or globally. What caused the Great Fire of London?	Significant people in history (Van Gogh)
Vocabulary		Revisited: source, evidence, CE (common era)	
		Progression: London, Samuel Pepys, diary, baker, painting, portrait, tragedy, River Thames	

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Disciplinary Knowledge		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.	
Chronological Knowledge		To know the Great Fire of London was in 1666.	
Substantive Concepts		Revisited: city, river (linked to Geography)	
		Progression: disease, displacement	
Topic Knowledge		<p>Key Knowledge: To know 'history' is learning about things that happened in the past.</p> <p>To know that historians learn things from the past from things people leave behind (primary sources).</p> <p>To know Samuel Pepys was there during the fire and wrote a diary about it.</p> <p>To know the fire started in a bakery on Pudding Lane.</p> <p>To know the fire spread quickly because houses were made of wood and straw.</p> <p>To know that the fire lasted for four days and burned down more than 13000 homes.</p> <p>To know that more than 70000 people were made homeless but only 6 people died.</p> <p>To know that many buildings were rebuilt out of brick and the city was changed forever.</p> <p>To know that people tried to put the fire out with leather buckets and water squirters.</p> <p>To know people escaped the fire on boats on the river Thames.</p> <p>To know the plague never returned to London after the fire.</p>	