 Vine Tree Primary Long-Term Plan for History 

At Vine Tree Primary school, we shape our History Curriculum to ensure it is inclusive, broad and balanced and encompasses British Values as well as ensuring the progressive development of historical concepts (The Golden Threads), disciplinary and substantive skills. In EYFS, pupils will study History as part of their work towards the ‘Understanding the World’ early learning goal. They will explore past and present in their own lives, beginning to understand their own backgrounds by talking about the lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now, and begin to understand the past through settings, characters and events encountered in books read in class and storytelling. In KS1 pupils will develop an awareness of the past, placing people and events chronologically, identifying similarities and difference between periods studied. The children will begin to develop a wide vocabulary of historical terms, ask and answer questions and understand key features of events. In KS2 pupils will continue to develop a secure chronological knowledge, embedding their understanding through studies on local, national and world history. Pupils will be aware that events can occur simultaneously and they will make connections between eras and events using appropriate historical terms, sources and artifacts.

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|  | Autumn | Spring | Summer |
|  | Enquiry Question: How have I changed since I was a baby? | Enquiry Question: What are our favourite celebrations in a year? |  |
| EYFS | EYFS Framework:These activities address a number of key historical concepts of chronological awareness. The children are introduced early on in their learning to methods that will help them to develop an understanding of chronology, which is essential for communication and language and numerical literacy. These historical concepts include:* Talking about the lives of the people around them and their roles in society.
* Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
* Understanding the past through settings, characters and events encountered in books read in class and storytelling.
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|  | Golden Threads: Society, Legacy | Golden Threads:Monarchy, Society, Legacy |  |
| Year 1 | **Enquiry Question: What was it like in the past in the UK?** | **Enquiry Question: Why do we have Castles?** | **Enquiry Question: Why is Nantwich an important Cheshire town**?Famous events and people of Nantwich Great Fire of Nantwich Link to Tudors. |
| ***NC: Key Stage 1***History should help pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | ***NC: History Key Stage 1***: ​History should help pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.​* Events beyond living memory that are significant nationally or globally
 | ***NC: History Key Stage 1:***Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.​* Significant historical events, people and places in their own locality
* The lives of significant individuals in the past who have contributed to national and international achievements
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| Golden Threads: Monarchy, Society, Trade, Invention, Legacy | Golden Threads: Monarchy, Society, Invasions, Inventions, Legacy | Golden Threads: Monarchy, Society, Legacy |
| Year 2 | **Enquiry Question: What lessons have we learned from the Great Fire of London?** | **Enquiry Question: How have our homes changed over time?** |  |
| ***NC: History Key Stage 1***Study events beyond living memory that are significant nationally or globally. | ***Enquiry Question: How have our homes changed over time?******NC: History Key Stage 1***Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. ​ | End of Key Stage Assessments |
| Golden Threads: Monarchy, Society, Inventions, Legacy | Golden Threads: Society, Invention, Legacy |  |

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| Year 3 | **Enquiry Question: How did Britain change between the beginning of the Stone Age and the end of the Iron Age?** | **Enquiry Question: Why does Crewe exist?** | **Enquiry Question: How did the Ancient Greeks change the world?** |
| ***NC: Key Stage 2***Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. ​* changes in Britain from the Stone Age to the Iron Age.
 | ***NC: Key Stage 2***A study over time tracing how several aspects of national history are reflected inthe locality (this can go beyond 1066).A study of an aspect of history or a site dating from a period beyond 1066 that issignificant in the locality.* Local History
 | ***NC: Key Stage 2***Pupils should know about the achievements of the earliest civilizations. As part of this pupils should be taught about the Ancient Greeks through a study of Greek life and achievements and their influence on the western world. |
| Golden Threads:Civilisation/Society, Trade, Invention, Legacy | Golden Threads:Civilisation/Society, Trade, Invention, Legacy | Golden Threads:Civilisation/Society, Invasion/Conflict, Trade, Invention, Legacy |
| Year 4 | **Enquiry Question: How did Britain change between the end of the Iron Age and the end of the Roman Occupation?** | * **Enquiry Question: What did the first cities have in common and what were their achievements?**
* **Enquiry Question: Why was the Egyptian civilization ahead of its time**?
 | **Enquiry Question: Why did the Great Plague happen and what was its impact on British people?** |
| ***NC: Key Stage 2***Pupils should be made aware of the changes that occurred in Britain from the beginning of the Stone Age and 1066.​* ‘Romanisation’ of Britain:
 |  TBD | ***NC: Key Stage 2***Pupils should be taught about an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. |
| Golden Threads:Civilisation/Society, Invasion/Conflict, Trade, Legacy | Golden Threads: | Golden Threads:Civilisation/Society, Legacy, Invention |
| Year 5 | **Enquiry Question: Why should gunpowder, treason and plot never be forgotten?** | **Enquiry Question: Who were the Anglo-Saxons and what influence do they have on our life today?** | **Enquiry Question: Who were the Maya and what have we learned from them?** |
| ***NC: Key Stage 2***An aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. ​ | ***NC: Key Stage 2***How Britain changed between the Stone Age and 1066, to include the Stone Age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings. |  ***NC: Key Stage 2***Know about the impact that one of the following ancient societies had on the world: the Mayan civilisation; the Islamic civilisation; or the Benin​Know why they were considered an advanced society in relation to that period of time in Europe​ |
| Golden Threads:Monarchy, Civilisation/Society, Invasion/Conflict, Invention, Legacy | Golden Threads:Civilisation/Society, Trade, Invention, Legacy | Golden Threads:Trade, Civilisation/Society, Legacy |
| Year 6 | **Enquiry Question: What was the impact of two world wars on Britain?** | **Enquiry Question: What has been the impact of immigration on Britain over the past 100 yrs**? |  |
| ***NC: Key Stage 2***Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of source’s. ​A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066​. | ***NC: Key Stage 2***Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. ​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. | **End of Key Stage Assessments** |
| **Enquiry Question: What are the main events that happened in Britain between 1066 and today?** |  |  |
| ***NC: Key Stage 2***An aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 |  |  |
| Golden Threads:Invasion/Conflict, Society, LegacyGolden Threads:Monarchy, Society, Conflict, Trade, Invention and Legacy | Golden Threads:Civilisation/Society, Trade, Legacy |  |