



History Long Term Plan 2020–21 ongoing

Rationale:

History is a voyage of discovery into the lives and deeds of our ancestors. Our aim is to inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<i>Not being specifically taught</i>	The lives of significant men and women who have contributed to national and international achievements e.g. Neil Armstrong, Florence Nightingale, Rosa Parks	The lives of significant individuals – comparisons between different periods in time: Elizabeth I and Elizabeth II	A significant event in living memory and beyond living memory e.g. Great Fire of London and Irving Building school fire	<i>Not being specifically taught</i>	<i>Not being specifically taught</i>
Year 2	Changes in living memory: e.g. fashion and costumes, food	Significant historical event within locality: Roger Bannister, James Sadler (first English aeronaut) and Malala	<i>Not being specifically taught</i>	Lives of significant individuals in the past who have contributed to national/international achievements: Queen Victoria etc	<i>Not being specifically taught</i>	<i>Not being specifically taught</i>
Year 3	Changes in Britain from the Stone Age to the Iron Age.	<i>Not being specifically taught</i>	Achievements of the earliest civilizations - Ancient Egypt.	<i>Not being specifically taught</i>	Ancient Greece – Greek life and achievements and their influence on the western world.	<i>Not being specifically taught</i>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	The Roman Empire and its impact on Britain	<i>Not being specifically taught</i>	Settlement by Anglo Saxons and Scots	<i>Not being specifically taught</i>	<i>Not being specifically taught</i>	Significant place in the locality: Oxford Castle
Year 5	Viking raids and invasion	A study of a theme in British history beyond 1066 –Tudor monarchs	<i>Not being specifically taught</i>	<i>Not being specifically taught</i>	A significant turning point in history - World War 1	<i>Not being specifically taught</i>
Year 6	A study of British and world history which extends chronological knowledge beyond 1066: WWII evacuations	<i>Not being specifically taught</i>	Local History Study – history of the e.g. Ashmolean Museum Pitt Rivers Museum	<i>Not being specifically taught</i>	Study of a non-European society: E.g. Benin	<i>Not being specifically taught</i>



	Progression of skills
Year 1/2	<ol style="list-style-type: none">1. Ask and answer questions about historical events2. Use parts of stories to show what they understand (talk about key events)3. Begin to develop an understanding of chronology (with support)4. Begin to examine historical evidence (with support)
Year 3/4	<ol style="list-style-type: none">1. Create and answer historically valid questions2. Understand the concept of chronology3. Examine historical evidence (artefacts) and pick out key ideas4. Suggest hypotheses5. Share a hypothesis with an audience
Year 5/6	<ol style="list-style-type: none">1. Understand that our knowledge of the past is constructed from a range of sources2. Select relevant historical information to construct informed responses (primary and secondary resources)3. Share and critique a range of historical hypothesis