














Dewhurst St Mary Primary School **HISTORY** Long Term Plan



We believe that our high-quality, comprehensive history education we enable our children to gain a coherent understanding of Britain's past, the history of our local area as well as beginning to piece together some of the history of wider world. Our teaching and learning builds a strong historical narrative allowing children to revisit people, events and concepts in more detail. We strive for our children to be inquisitive and curious historians. We provide a chronological insight into a diverse range of cultures and societies to help the children to understand who they are and how people and events in the past have made an impact in our society today. Through their historical studies our children will develop an understanding of abstract terms such as civilisation, equality, monarch, parliament, democracy, chronological, society, invasion, rebellion, ancient, education, agriculture, industry and empire. Many of our units also explore aspects of our school Christian values

	Autumn	Spring	Summer
EYFS	Learning Journey All About Me & Transport	Learning Journey People who help us & Animal World	Learning Journey Growing/Life Cycles & Once upon a time
	<p>Understanding the World People, Culture and Communities Past and Present</p> <p>The themes, ideas and concepts covered form the basis for our KS1 & KS2 History curriculum. Through their learning children begin to make sense of their own life-story and family's history. They comment on images of familiar situations in the past, compare and contrast characters from stories, including figures from the past. Children talk about the lives of people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Deeper understanding about the past is developed through settings, characters and events encountered in books read in class, storytelling and role play.</p>		
Year 1	Unit 1H: Everyday Changes	Unit H7: Fire, Fire!	Unit H13:1066-a story from the past.
	<p>Pupils begin to develop the concept that changes have happened in living memory and beyond through the investigation of everyday activities and objects as well as celebrations in Britain.</p> 	<p>The intention of this unit is for the children to begin to be able to place people and events in chronological order as well as being able to suggest reasons for events or even the impact of decisions made in the past.</p> 	<p>Children begin to understand a significant narrative from the history of these islands. The children will learn about the Norman invasion of Britain in 1066, the key events and figures involved as well as beginning to explore the impact and reason for the building of Norman castles.</p> 
Year 2	Unit H2: Guy Fawkes and Remembrance	Unit H8:The Terra Nova Expedition	Unit H14: Nightingale, Seacole and the NHS
	<p>The intention of this unit is to develop historical concepts of reason, result and interpretation through the narrative, which lies behind a British festival. Introduce children to the abstract terms- monarchy, treason and parliament. Pupils investigate the concepts of reason, result and significance by beginning to discover why people in Britain choose to wear a red poppy in November. The unit also enables children to look at cultural diversity in Britain recognising the contribution of service men and women from diverse backgrounds.</p> 	<p>The intention of the unit is to provide pupils with an investigative opportunity to look at sequencing and then the possible causes of events by examining the achievement of Robert Falcon Scott and his fellow scientists and explorers. It allows the children to examine the idea of courage and determination through looking at extraordinary experiences and achievements, as well as making strong links with their learning in Geography and Science.</p> 	<p>This unit examines lives of significant individuals from the past who have contributed to national achievements and explore aspects of change in national life. The challenges that faced both these women are explored as the children examine the impact of their courage, resilience, and determination on lives then as well as now. The children will begin to explore the consequence of their achievements and the change in how society could access medicine and healthcare through the advent of the NHS after WWII.</p> 

Year 3	Unit H3: What has been the impact of changes to our school since 1640?	Unit H9: From Stone to Iron	Unit H15: Empire and Invasion
	<p>This unit is formed around <i>the study of a site dating from a period beyond 1066 that is significant locally</i>. Use of primary sources of evidence and the school building itself will enable the children to develop the concepts of chronology, causes and change. Looking closely at the consequence of changes made by a significant local individual (Robert Dewhurst) and of Acts of Parliament brought about by social reform on the lives of children who lived in our local area.</p> <div data-bbox="344 456 633 635" data-label="Image"> </div> <div data-bbox="647 472 790 635" data-label="Image"> </div>	<p>This Stone Age to Iron Age unit offers great opportunities to explore how historians do not always agree on the interpretation of the past, especially if there are no written records available. The unit tackles the difficult concept of just how long ago in the past prehistory was. The next step asks the children, through hands on experiences, to consider the significance of the development of tools and weapons. Artefacts and skeletal remains are used to question and explore what we know or disagree upon about this time in human history-pupils can also investigate local finds through the historical environment record. The unit ends with the children bringing their knowledge together to take part in an enquiry at Maiden Hill Fort.</p> <div data-bbox="999 604 1198 730" data-label="Image"> </div> <div data-bbox="1225 604 1377 730" data-label="Image"> </div>	<p>The intention of this unit is to explore the reasons for the Roman invasion of Britain and the positive and negative impacts of their influence and search for power. Pupils will investigate the story of the invasion of Britain by examining the narrative of the story of Boudicca, her rebellion, and her fate at the hands of the Romans. Pupils will use their knowledge to examine and question artefacts that have been discovered from period, including those found in the local area. The unit ends with children examining how archaeologists use coprolite to find out who lived in particular settlement and what they ate.</p> <div data-bbox="1603 576 1825 713" data-label="Image"> </div> <div data-bbox="1827 576 2074 713" data-label="Image"> </div>
Year 4	Unit H4: Ancient Greece	Unit H10: England AD900	Unit H16: Benin Bronzes
	<p>The intention of this unit is to begin to set foundations of the children's understanding of the idea of democracy. Ideas, beliefs, and attitudes within Ancient Greek society have had an impacted on our lives in Britain today. By studying the rich history of the gods and titans the children will develop a personal study which will feed into their learning in the main lesson. Understanding will develop by investigating Ancient Greek democracy-Demokartica. The impact of the unit will enable the children to write a extend piece of persuasive writing using their knowledge and understanding developed over the unit.</p> <div data-bbox="311 1193 624 1396" data-label="Image"> </div> <div data-bbox="627 1193 828 1396" data-label="Image"> </div>	<p>This unit examines the development of Christianity in England during the Anglo Saxon era. Children will also compare the changes in the map of Britain from the arrival of the Angles to the invasion of the Vikings- the struggle for the Kingdom of England. It was a time of war, of the breaking up of Roman Britannia into several separate kingdoms, of religious conversion and, after the 790s, of continual battles against a new set of invaders: the Vikings.</p> <p>Pupils will examine language, the rule of monarchy, symbols, artefacts, spiritual beliefs, religion and culture as they gain an understanding of this period. Pupils will be asked to choose an item they have become familiar with during their study to add to a mini museum or display. Pupils will need to give an accurate description of the item and understand/justify why it is significant to the study of the Angle Saxons.</p> <div data-bbox="884 1292 1131 1388" data-label="Image"> </div> <div data-bbox="1140 1283 1296 1388" data-label="Image"> </div> <div data-bbox="1305 1267 1485 1388" data-label="Image"> </div>	<p>The children study this indigenous African society before its encounters with Europeans. They then move on to phases of Benin's history, notably the 15th and 16th century, when most surviving Bronzes were made, and the late Victorian period within the context of the empire. Benin is a wonderful example of an African society producing superb works of art and sculpture. The unit ends with a class debate followed by letter to British Museum arguing for the return of the Benin bronzes.</p> <div data-bbox="1583 1152 1881 1367" data-label="Image"> </div> <div data-bbox="1897 1091 2098 1367" data-label="Image"> </div>

Year 5	Unit H5: Interpreting the Past-A Roman City	Unit H11: Voices from our Past	Unit H17: Beliefs and Practices
	<p>This unit enables children to develop their ability to interpret and make judgements about historical sources within the context of Roman archaeology. Building on the children's existing knowledge about this era, references is made to a local dig in Cheshunt Park however, the majority of the pupil's research is based on the globally significant site at Pompeii. This unit follows the study of this region in Europe and volcanoes in Geography Autumn 1</p> 	<p>The intention of this unit is to develop the children's chronological knowledge to create a timeline of the history of black Britain from the Romans, through to Tudor and onward to the arrival of the Windrush.</p> <p>The children will be able to add their own previous knowledge of significant people studied for example, Walter Tull, Rosa Parks, Mary Seacole and Lillian Bader. The unit will then focus in greater depth on the Bristol Bus Boycott.</p> 	<p>The intention of this unit is to develop children's knowledge and understanding about the achievements of ancient civilisations.</p> <p>Initially the children gain a working knowledge of when and where the first civilisations appeared before following an in depth study into culture and beliefs of the Ancient Egyptians.</p> <p>The children focus on artefacts and what they can and cannot tell us. This unit concludes with the children creating copy of an artefact they consider to be significant, linked with their learning in D&T.</p> 
	Unit H6: Beyond Face Value	Unit H12: Just in Time	Unit 18H: Monarchy and Democracy, Justice and Fairness
Year 6	<p>The unit is designed to develop the children's concept of propaganda and censorship and the impact of fake news can have on people's decision-making and the morale of the country during this era. During the unit, children will be able to develop their knowledge of WWII evacuation of children, this links directly with a key text studied in English (Goodnight Mr Tom) and will therefore allow children to explore how the government used images in the press and advertisements to promote their point of view. They will explore the reasons for victory during the Battle of Britain and the importance of morale through exploring a WWII Christmas.</p> 	<p>The intention of the unit is to encourage the children to bring together their knowledge and skills from other history units through key stage one and two.</p> <p>This unit places pupils in the role of detectives. After a short briefing, they work out the significance of the various clues found in the 'ghost' ship burial. They then use their deductive power to work out which of 3 suspects is most likely to have been the owner. All this is interspersed with stunning British Museum, BBC and National Trust slideshow and video clips. The lesson ends with pupils declaring for themselves IF they are able to confirm the identity of the objects found in the hoard.</p> 	<p>The children will study aspects of rule, law and justice from the signing of the Magna Carta to Britain today.</p> <p>They examine the fate of highwaymen, witches, the Gunpowder plotters, Charles I, Oliver Cromwell and Robin Hood before moving into more modern history by learning about the different people who have worked in the House of Commons and the House of Lords. The children will find out what happens during an election and think about the difference between rules and laws, making links to their learning in RE regarding Justice and Fairness.</p> <p>Extension: KS3 ready! If appropriate, the class may also begin to look at the issue of Votes for Women.</p> 