



Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools



HISTORY : CURRICULUM : LONG TERM PLAN

RETURN AND REVIEW

Assessment of retained knowledge, understanding and skills (Summer Term)

	AUTUMN TERM	SPRING TERM	SUMMER TERM
EYFS	<p><u>UW: People and Communities</u></p> <ul style="list-style-type: none"> Shows an interest in the lives of people who are familiar to them. (30-50mths) Recognises and describes special times or events for family or friends. (30-50mths) <p><u>C&L: Speaking</u></p> <ul style="list-style-type: none"> Can retell a simple past event in the correct order. (30-50mths) Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50mths) 	<p><u>UW: People and Communities</u></p> <ul style="list-style-type: none"> Remembers and talks about significant events in their own experiences. (30-50mths) <p><u>C&L: Speaking</u></p> <ul style="list-style-type: none"> Questions why things happen and gives explanations. Asks e.g. who what when how. 	<p><u>UW: People and Communities</u></p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. (40-60mths) Children can talk about past and present events in their own lives and the lives of family members. (ELG) They know about the similarities and differences between themselves and others, and among families, communities and traditions. (ELG) <p><u>C&L: Speaking</u></p> <ul style="list-style-type: none"> Uses talk to organize, sequence and clarify thinking, ideas, feelings and events. (40-60mths) They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG)
Y1	<p><u>Florence Nightingale</u></p> <p><u>Revisited knowledge</u></p> <ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous Compare the lives of two significant individuals who have contributed to society Explain the changes in hospitals over time <p><i>C3 Local Community</i> <i>B10 Respect for public institutions</i></p>	<p><u>Great Fire of London</u></p> <p><u>Revisited knowledge</u></p> <ul style="list-style-type: none"> Explain how and why we remember the Great fire of London Sequence events of Great Fire of London Give date of Great Fire of London and place on timeline <p><i>B1 British Values and Cultures</i> <i>B8 Rule of Law</i> <i>B2 Rights and Responsibilities</i></p>	<p><u>Memory Box: Grandparents</u></p> <p><u>Revisited knowledge</u></p> <ul style="list-style-type: none"> Use some common words and phrases related to the passage of time such as now, new, old, then, when and before Identify key similarities and differences (toys) in their own lives and those of their grandparents as children. Examine and describe sources of evidence from the past <p><i>A1 Values</i> <i>A3 Respect for others</i></p>

		<i>A3 Respect for others</i>	<i>B6 Mutual Respect C2 My community</i>
Y2	<p><u>Explorers</u></p> <p><u>Revisited knowledge</u></p> <ul style="list-style-type: none"> Name some great explorers from the past (Columbus, Armstrong and Battuta) Put these explorers lives in chronological order and place them on a timeline Describe each explorers achievements <p><i>A8: showing initiative</i> <i>C6: Global Community</i> <i>C7: Migration</i> <i>C9: Community cohesion</i> <i>C10: contributing positively</i> <i>D1: staying safe</i></p>	<p><u>Local Heroes</u></p> <p><u>Revisited knowledge</u></p> <ul style="list-style-type: none"> Name some 'local heroes' from the past Put these people's lives in chronological order Understand the wider impact of our 'local heroes' <p><i>A1: Values</i> <i>A2: Making choices</i> <i>A3: respect for others</i> <i>B1: British values & cultures</i> <i>B2: Rights & responsibilities</i> <i>B3: Freedom of speech</i> <i>B4: Equality</i> <i>B5: Democracy</i> <i>B6: mutual respect</i> <i>B9: Acceptance of others' beliefs & faiths</i> <i>C2: My community</i> <i>C3: Local community</i> <i>C4: Acceptance of different cultural traditions</i> <i>C5: diversity</i> <i>C9: community cohesion</i> <i>E1: Power of the Press</i></p>	<p><u>Food Over Time</u></p> <p><u>Revisited knowledge</u></p> <ul style="list-style-type: none"> Arrange artefacts (cooking appliances) in chronological order and place on timeline Compare and contrast food eaten in different periods of history <p><i>A2: Making choices</i> <i>B1: British values & cultures</i> <i>C2: My community</i> <i>C3: Local community</i> <i>C4: Acceptance of different cultural traditions</i> <i>C5: diversity</i></p>
Y3	<p><u>The Stone Age</u></p> <p><u>Revisited knowledge</u></p> <ul style="list-style-type: none"> Identify some features of Stone Age life, such as housing, weaponry and leisure. Name the different periods of the Stone Age List sources we can use to find out about the Stone Age. <p><i>A1: Values</i></p>	<p><u>The Bronze and Iron Age</u></p> <p><u>Revisited knowledge</u></p> <ul style="list-style-type: none"> Identify some key features of the Bronze and Iron ages including housing, weaponry and people. List some of the main differences and similarities between the Bronze and Iron ages. Name an achievement from each of the Bronze and Iron ages. 	<p><u>Ancient Egypt</u></p> <p><u>Revisited knowledge</u></p> <ul style="list-style-type: none"> Recognise features and events in Ancient Egypt such as life and religion. Identify some of the achievements made by the Ancient Egyptians. Understand the structure of the Ancient Egyptian society.

	<p><i>A2: Making choices (right and wrong)</i> <i>B2: Rights and responsibility</i> <i>C7: Migration</i> <i>C10: Contributing positively</i></p>	<p><i>A1: Values</i> <i>A6: Resolve Conflict</i> <i>A2: Making choices (right and wrong)</i> <i>B2: Rights and responsibility</i> <i>C7: Migration</i> <i>C10: Contributing positively</i> <i>F6: Threats and freedom from harm</i></p>	<p><i>A1: Values</i> <i>A2: Making choices (right and wrong)</i> <i>B2: Rights and responsibility</i> <i>B5: Democracy</i> <i>B8: Rule of law</i> <i>C7: Migration</i> <i>C8: Slavery & Exploitation</i> <i>C10: Contributing positively</i> <i>F2: Extreme ideologies</i> <i>F6: Threats and freedom from harm</i></p>
Y4	<p><u>The Romans</u></p> <p><u>Revisited knowledge</u></p> <ul style="list-style-type: none"> Understand why the Romans invaded Britain Recall when the Romans invaded Britain Know about at least one Roman Emperor. <p><i>A1: Values</i> <i>A2: Making choices (right and wrong)</i> <i>B1: British values and cultures</i> <i>B2: Rights and responsibility</i> <i>B5: Democracy</i> <i>B8: Rule of law</i> <i>C7: Migration</i> <i>C8: Slavery</i></p>	<p><u>The Tudors</u></p> <p><u>Revisited knowledge</u></p> <ul style="list-style-type: none"> Know why the Tudors were so powerful Describe Henry VIII role in Tudor times Identify forms of Tudor crime and punishment <p><i>A1 Values</i> <i>A4 Challenging views</i> <i>A9 Identifying and combatting discrimination</i> <i>B1 British Values and cultures</i> <i>C2 My community</i> <i>C3 The local community</i> <i>C8 Slavery and exploitation</i></p>	<p><u>The Victorians</u></p> <p><u>Revisited knowledge</u></p> <ul style="list-style-type: none"> Know when the Victorians lived Identify a Victorian building Talk about the evidence we have from the Victorian times <p><i>A1 Values</i> <i>A4 Challenging views</i> <i>A9 Identifying and combatting discrimination</i> <i>B1 British Values and cultures</i> <i>C2 My community</i> <i>C3 The local community</i> <i>C8 Slavery and exploitation</i></p>
Y5	<p><u>Britain's settlement by Anglo-Saxons and Scots</u></p> <p><u>Revisited knowledge</u></p> <ul style="list-style-type: none"> Understand where the Anglo-Saxons came from Reach a conclusion at the end of an enquiry into why the Anglo-Saxons invaded England. <p><i>A6 Resolve Conflict</i> <i>B1 British Values & Culture</i> <i>B3 Freedom of Speech</i> <i>B7 Individual Liberty</i> <i>C9 Community Cohesion</i></p>	<p><u>The Vikings and Anglo-Saxons</u></p> <p><u>Revisited knowledge</u></p> <ul style="list-style-type: none"> Know where the Vikings invaded and settled. Recall key events from Lindisfarne. Give an opinion why Alfred should be called 'the Great' <p><i>A6 Resolve Conflict</i> <i>B3 Freedom of Speech</i> <i>B7 Individual Liberty</i> <i>C9 Community Cohesion</i></p>	<p><u>The Mayans</u></p> <p><u>Revisited knowledge</u></p> <ul style="list-style-type: none"> Describe a Mayan way of life. Count in the Base 20 number system. Understand what the Codex book is. <p><i>A6 Resolve Conflict</i> <i>B1 British Values & Culture</i> <i>B3 Freedom of Speech</i> <i>B7 Individual Liberty</i> <i>C9 Community Cohesion</i></p>

Y6

World War II (Local History Study)

Revisited knowledge

- Name some facts about the life of local people during the war including rationing and evacuation.
- Understand how bombing affected my local area.

A6 Resolve Conflict A7 Stereotyping

B1 British Values and Culture

B3 Freedom of Speech

B7 Individual Liberty

C9 Community Cohesion

E1 Power of the Press

E2 Propaganda

F6 Threats & Freedom from Harm

B5 Democracy

Ancient Greece

Revisited knowledge

- Name 3 achievements of the Ancient Greeks.
- List ways the Ancient Greeks enjoyed themselves.
Discuss the differences between the democracy of Athens and Sparta.

B5 Democracy

C8 Slavery & Exploitation

G1 Respect for self and self-worth

B4 Equality