

## History long-term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Sunnyhurst Cycle A</b>	<b>How have toys changed over time?</b>  Changes within own living memory or the living memory of older people		<b>Who was Learie Constantine and what is he remembered for?</b>  Significant individuals in the past who have contributed to national achievements		<b>Who were Christopher Columbus and Neil Armstrong and why were they important?</b>  Significant individuals - who have contributed to international achievements	
	<p><b>Key Coverage:</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>Key knowledge:</b> Know that the toys their grandparents played with were different to their own. Organise a number of artefacts by age Know what a number of older objects were used for. Know the main differences between their toys and that of their grandparents Know why toys have changed over time e.g. development of new materials, technology etc</p>		<p><b>Key Coverage:</b> The lives of significant individuals in the past who have contributed to national and international achievements. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>)</p> <p><b>Key Knowledge:</b> Know what significant means and consider who is significant to us Know who Learie Constantine was and what he was remembered for Know how Learie became a significant cricketer Know the significance of Learie Constantine and how he impacted on people's lives Know what the Trinity Cross was and be able to evaluate an artefact (Lancashire Unit Plan – see overview</p>		<p><b>Key Coverage</b> Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework Understand historical concepts and use them to make simple connections and draw contrasts.</p> <p><b>Key knowledge</b> Know what an explorer is Know that Christopher Columbus was a sailor in the 15<sup>th</sup> Century who 'discovered' the Americas and that it was actually by accident Know what an astronaut is Know that Neil Armstrong was an astronaut and he worked for NASA Know that Neil Armstrong was the first man on the moon and know why that is significant Compare and contrast Christopher and Neil Armstrong. How are they the same and how are they different. Know why both explorers are significant</p>	
Visits and visitors	Visitor to school to share toys from their past (grandparent / parent)					
Disciplinary and Substantive Concepts	<b>Disciplinary Concepts (Historical Skill):</b> Chronology <b>Substantive Concepts (Content) :</b> Childhood		<b>Disciplinary Concepts (Historical Skill):</b> Chronology/ Change <b>Substantive Concepts (Content) :</b> Racial; Equality		<b>Disciplinary Concepts (Historical Skill):</b> Chronology / change <b>Substantive Concepts (Content) :</b> Turning Points	
Key Vocabulary	History, past, present, time, today, yesterday, tomorrow, future, remember, within living memory, beyond living memory		Born, life, death, change, before, after, significant, local, event, when, why		Who, when, why, explorer, discovery, nation, international, compare, role	
Text Links	The Toymaker / Dogger		Local sourced texts – Lancashire Archives / Local Log Books		Non-Fiction Texts – biographies	



## History long-term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Sunnyhurst Cycle B</b>	<b>Who was Rosa Parks and why was she important?</b> Significant individuals who have contributed internationally		<b>How has life for children in Abbey Village changed from the 1800s to present?</b> Significant people, places and events in their own locality		<b>How have holidays to Blackpool changed?</b> Significant places in their own locality	
	<p><b>Key Coverage:</b> The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Key Knowledge:</b> Know who Rosa Parks was Know what Rosa Parks did and why it was significant Know what changed as a result of Rosa Parks and her bravery</p>		<p><b>Key Coverage:</b> Children will learn about how buildings (including our school) and houses in Abbey Village have changed over time</p> <p><b>Key Knowledge:</b> Know that Abbey Village was built around the mill built in the 1840s and that previously it was farming land Know that the Parke Family built Abbey Village School, many of the local houses and Brinscall baths for the workers in Abbey Mill Identify similarities and differences between Abbey Village in 1871 and present using historical evidence (maps of school , village, drawings etc) Know that children's lives today are different to those of children a long time ago and make comparisons - explore extracts from Abbey Village School Log Books from 1870s and 1940s</p>		<p><b>Key Coverage:</b> A comparison of Blackpool – past and present . Children will learn about holidays in the past compared to holidays now</p> <p><b>Key Knowledge:</b> Know how the building of railways allowed ordinary people to go on holiday for the first time Know what a Victorian beach holiday to Blackpool was like Know how holidays to Blackpool changed in the 1950 and 1960 with the introduction of holiday camps Use historical sources and evidence to make comparisons between Blackpool tourist attractions in Victorian times to now</p>	
<b>Visits and visitors</b>			Local visit – village and Abbey Mill		Visit to Blackpool – beach and tower	
<b>Disciplinary and Substantive Concepts</b>	<b>Disciplinary Concepts (Historical Skill):</b> Chronology <b>Substantive Concepts (Content) :</b> Racial equality		<b>Disciplinary Concepts (Historical Skill):</b> Chronology <b>Substantive Concepts (Content) :</b> Childhood		<b>Disciplinary Concepts (Historical Skill):</b> Chronology / Historical Evidence <b>Substantive Concepts (Content) :</b> Childhood	
<b>Key Vocabulary</b>	Race, equal, fair, unfair, change, bravery, achievement		Compare, local, village, past, timeline, a long time ago, evidence, similar, different		Railway, guest house, chalet, camp site, Victorian, holiday, evidence, attraction, within living memory, beyond living memory	
<b>Text Links</b>	Non-Fiction Texts – biographies – Little leaders		Local sources – Lancashire Archives / School Log Books		Non-Fiction Texts	



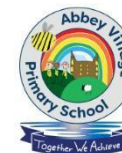
## History long-term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Anglezarke Cycle A</b>	<b>How do we know that there was a fire on Pudding Lane?</b> Significant National Events- Events Beyond Living Memory - The Great Fire of London		<b>The Lancashire Cotton Industry</b> <b>How significant was the Lancashire cotton industry for the people of Lancashire and beyond?</b> A Study in British History beyond 1066		<b>How did Britain change when the Anglo-Saxon invaded?</b>  <b>(Main Focus – Anglo Saxons)</b>  Britain’s settlement by Anglo-Saxons and Scots	
	<b>Key coverage:</b> Great fire of London. Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time ( <i>before, after, a long time ago, past...</i> ). <b>Key knowledge</b> Know why the Great Fire happened Know what happened during the Great Fire Know and order the timeline of events leading up to the Great Fire of London Know who was Samuel Pepys and why he was important Know what changed as a result of the Great Fire of London  <b>Local Link</b> – Fire at Abbey Village School		<b>Key coverage:</b> Find about The Lancashire Cotton Industry and its significance for the people of Lancashire (and beyond) in the past. Two of the most important products of the Industrial Revolution were cotton cloth and cotton yarn (thread) made in the mills (mainly in Lancashire).  <b>Key knowledge</b> Know what is cotton and where does it come from Know what the Lancashire cotton industry was and why was it important to people in our village Know what life was like for the Lancashire cotton factory workers – link to Abbey Village mill Know where the key events of the cotton industry fit on a timeline and where themselves and their parents and grandparents would fit ( revise within living memory and beyond living memory)		<b>Key Coverage:</b> Britain’s settlement by the Anglo Saxons and Vikings Chronology to 1066 <b>Key knowledge</b> Know that Anglo Saxons and Celts were invaders Know where they came from and why Know why the Anglo-Saxon period Britain was divided into many kingdoms and how that the way they were divided led to the creation of some of our county boundaries today Know about how the Anglo-Saxons attempted to bring about law and order into the country and how that has impacted on today Know about how place names and life in Britain were impacted by the settlers Know how and why the Anglo Saxon invasion changed Britain	
<b>Visits and visitors</b>			Local visit – Abbey Mill / Hall’ith Wood, Bolton		Anglo Saxon Workshop	
<b>Disciplinary and Substantive Concepts</b>	<b>Disciplinary Concepts (Historical Skill):</b> Chronology / Historical Evidence <b>Substantive Concepts (Content) :</b> Turning Point		<b>Disciplinary Concepts (Historical Skill):</b> Chronology / Historical Evidence <b>Substantive Concepts (Content) :</b> Turning Points		<b>Disciplinary Concepts (Historical Skill):</b> Cause and consequence <b>Substantive Concepts (Content) :</b> Invasion	
<b>Key Vocabulary</b>	<b>Timeline, order, evidence, artefact, source, event, change, turning point, chronology, significant</b>		Cotton, mill, yarn, thread, machine, factory, worker, industry,		Britain, consequence , invade, law and order, kingdom, settle, impact,	
<b>Key Texts</b>	The Great Fire – A City in Flames – Ann Turnbull		Local sources – Lancashire Archives / School Logbooks		Anglo Saxon Boy – Tony Bradman	



## History long-term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Anglezarke Cycle B</b>	<b>What do all the Ancient Civilizations have in common?</b> <b>Why was the River Nile significant to Ancient Egypt?</b>  The achievements of the earliest civilisations		<b>Why was there a railway in our village?</b>  Aspect of history significant in the locality- The History of the Railway		<b>Why did the Anglo Saxons and Vikings fight?</b>  Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor  <b>(Main Focus – Vikings)</b>	
	<b>Key Coverage</b> The achievements of the earliest civilisations <b>Key Knowledge</b> Know when and where the 1 <sup>st</sup> civilizations appeared in history and where Egyptians appear in this timeline ( Ancient Sumer, Indus Valley, Shang Dynasty) Know and Identify common features of early civilizations Know the significance of the River Nile to the Ancient Egyptians – Farming, trade, irrigation, Know about life in Ancient Egypt because of evidence that is left behind e.g. pyramids, use of hieroglyphs Know and can give reasons why the River Nile was significant to Ancient Egypt		<b>Coverage</b> Aspect of history significant in the locality- events beyond living memory <b>Key Knowledge</b> Know why the railways were invented and how that changed life in places like Abbey Village – link with previous learning on Blackpool and influence on holidays in Sunnyhurst unit) Know how locomotive technology has changed over time Can explain the positive and negative effects of the railways Know some biographical facts about significant events and individuals linked with the railways Examine historical sources to make deductions e.g. maps, Abbey Village School Log books from 1870s onwards about how and why the railway was here (link with cotton mill unit Anglezarke Cycle A)		<b>Coverage</b> Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor- key focus Vikings <b>Key Knowledge</b> Know where both the Anglo Saxons and Vikings came from Know why they came to England (Link with previous unit Anglezarke Cycle A) Know why they were involved in conflict Know what impact this had on life in England at that time and how it triggered a turning point Know and give reasons using sources and evidence explaining why the Anglo Saxons and Vikings fought and what the impact was on Britain at that time.	
<b>Visits and visitors</b>	Bolton Museum		Local visit – village – nature trail – follow landmarks to see where station / train line was		<b>Viking Workshop</b>	
<b>Disciplinary and Substantive Concepts</b>	<b>Disciplinary Concepts (Historical Skill):</b> similarity and difference / Historical Evidence <b>Substantive Concepts (Content) :</b> Civilisation		<b>Disciplinary Concepts (Historical Skill):</b> Chronology / Historical Evidence <b>Substantive Concepts (Content) :</b> Turning Points		<b>Disciplinary Concepts (Historical Skill):</b> Chronology / Reasons and Results/ Historical Evidence and interpretations <b>Substantive Concepts (Content) :</b> Invasion	
<b>Key Vocabulary</b>	<b>Egyptian, civilization, dynasty, hierarchy, irrigation, primary and secondary source, comparison, archaeologist</b>		<b>Railway, technology, locomotive, effect, evidence, analyse, deduction, significant, invention</b>		<b>Settlers, conflict, impact, law and order, punishment, consequence, society, era</b>	
<b>Key Texts</b>	<b>The Sacred Scarab- Michelle Paver</b> <b>BBC Teach – Early Civilizations</b>		<b>Local sources – Lancashire Archives / School Logbooks</b>		<b>Riddles of the Runes – Janina Ramirez</b> <b>Beowulf- Michael Morpurgo</b>	



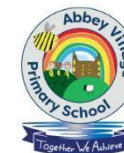
## History long-term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Roddlesworth Cycle A</b>	<b>What was Britain's involvement in the slave trade?</b> Significant events in history Beyond 1066 <i>One full term unit</i>			<b>Would you have preferred to live in Athens or Sparta?</b> Achievements and their impact and influence on the Western World <i>One full term unit</i>		
	<b>Key Coverage</b> Significant events in history Beyond 1066  <b>Key Knowledge</b>  Know what slavery is and how Britain was involved in the slavery trade. Know that Lancaster was the 4 <sup>th</sup> biggest trading port in the UK and the impact that had locally Know what the poem <i>The ship they called the Zong</i> told us about the Transatlantic slave trade. Know that it took many years of petitioning before the slave trade ended and who was involved Know about the work of William Wilberforce and others to bring an end to the slave trade.		Geography Unit	<b>Key Coverage:</b> Ancient Greeks  <b>Key Knowledge</b>  Know the key events from ancient Greece and where they fit on a timeline Know where Ancient Greece was located on a map Know that Ancient Greece was separated into different states- it was not a united country Know how Sparta was ruled Know what life was like for children in Sparta Know how Athens was ruled Know what life was like for children in Athens Know how life was different for children in Sparta and Athens (compare and contrast) Know how the Ancient Greeks were governed and compare and contrast with modern democracy Know and can give reasons as to where you would prefer to live – Athens or Sparta		Geography Unit
<b>Visits and visitors</b>	<b>Visit to Lancaster Museum</b>			<b>British Museum</b>		
<b>Disciplinary and Substantive Concepts</b>	<b>Disciplinary Concepts (Historical Skill):</b> Historical Significance / Interpretations <b>Substantive Concepts (Content) :</b> Racial Equality			<b>Disciplinary Concepts (Historical Skill):</b> Chronology / Significance <b>Substantive Concepts (Content):</b> Civilisation / Democracy		
<b>Key Vocabulary</b>	<b>Slave, enslave, significant, transatlantic, trade, impact, petition, change</b>			<b>Grecian, ancient, democracy, govern, impact, Olympics, characteristic, timeline, sequence, culture, Spartan, Athenian, Hoplite, Agoge</b>		
<b>Key Texts</b>	<b>Windrush Child – Benjamin Zephaniah</b>			<b>Beasts of Olympus – Lucy Coats</b>		

## History long-term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Roddlesworth</b>	<b>What was 'new' about the Stone Age?</b>			<b>What impact did the Romans have on Britain?</b>		
<b>Cycle B</b>	Changes in Britain from stone Age to the Iron Age <i>One full term unit</i>			The Roman Empire and its impact on Britain <i>One full term unit</i>		
	<p><b>Key Coverage</b> How did Britain change?</p> <p><b>Key knowledge:</b> Know what pre-history means and where the stone age and iron age fit on a timeline (include key events learned in history to compare – Ancient Egypt, Roman Empire, Great Fire of London, invention of the railways) Know what Britain was like after the last Ice Age Know what is meant by 'hunter gatherers' and how did they survive. Know they were nomadic Know that immigrants brought new animals and crops to Britain and what impact this had on settlement Know what kind of sources tell us about the Stone Age Know about Stone Henge and why it is significant. Know what life was like in an Iron Age hillfort. Know how Britain changed between the beginning of the stone age and the iron age and can make comparisons.</p> <p><b>Disciplinary Concepts (Historical Skill):</b> Chronology / Historical Evidence <b>Substantive Concepts (Content):</b> Civilization</p>		Geography Unit	<p><b>Key Coverage:</b> Roman Britain <b>Key knowledge:</b> Know that Romans came to Britain 2000 years ago and how that fits within a timeline (link to previous unit Stone Age) Know why the Romans came to Britain. Know how and why the Roman army was powerful. Know about Boudicca and resistance to occupation. Know how to assess sources for accuracy and bias (Consider What did Boudicca really look like? Boudicca by Cassius Dio ) Know how the Roman occupation of Britain helped to advance British society. Know what impact the Romans had on Britain- compare and contrast – what it a positive thing?</p> <p><b>Disciplinary Concepts (Historical Skill):</b> Chronology / Historical Evidence / Cause and Consequence <b>Substantive Concepts (Content) :</b> Invasion / Civilisation</p>	Geography Unit	
<b>Visits and visitors Resources</b>	<a href="https://www.bbc.co.uk/history/ancient/arch">https://www.bbc.co.uk/history/ancient/arch</a>			Visit – Ribchester / DEWA Roman museum Chester		
<b>Disciplinary and Substantive Concepts</b>	<b>Disciplinary Concepts (Historical Skill):</b> Chronology / Historical Evidence <b>Substantive Concepts (Content):</b> Civilisation			<b>Disciplinary Concepts (Historical Skill):</b> Chronology / Historical Evidence / Cause and Consequence <b>Substantive Concepts (Content):</b> Invasion / Civilisation		
<b>Key Vocabulary</b>	stone age, Neolithic, Palaeolithic, Mesolithic, hunter-gatherer, bronze age, iron age, hunter, gatherer, hillfort, compare and contrast, nomadic			Occupy, invade, resistance, conquer, timeline. Order, society, centurion, invention, tribe, rebellion		
<b>Key Texts</b>	<b>Song Hunter – Sally Prue</b>			<b>Queen of Darkness – Tony Bradman</b>		

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Roddlesworth</b>		<b>What was life like for children in WW2?</b> British History beyond 1066/ significant event - World War 2 <i>One full term unit</i>			<b>Manmade or Natural Disaster- which best explains the 'disappearance' of the Maya around AD900?</b>  The Mayan way of life and impact on society. <i>One full term unit</i>	
<b>Cycle C</b>						
	Geography Unit	<p><b>Key Coverage</b> Theme within WW2 Life for children in Britain and Germany in WW2</p> <p><b>Key knowledge</b> Know why the world war started and who was involved Know why Hitler became so powerful and why so many people agreed with his views Know about the holocaust and how Jewish people were treated Consider what a local war memorial tells us about the impact of World War 2 on our community? (School Roll of Honour) Know why some children were evacuated and use a range of sources to consider what that must have been like Know and understand what life was like for how children in Britain and Germany during the war. (Use extracts from Abbey Village Primary Logbooks from 1939-1945 as direct evidence of local impact)</p>		Geography Unit	<p><b>Key Coverage</b> Study of a non-European advanced civilization from 1000 years ago.</p> <p><b>Key knowledge</b> Know where the Mayans fit within a historical timeline (place key areas of history already known within for context) Know where in the world the Mayans lived (link with geography skills) Know how we know about the Mayans – sources of evidence to compare past and present Know why they were considered an advanced society in relation to that time period in Europe. Know about theories as to why the Mayans 'disappeared' around AD900 (Natural Disaster, War, Famine, Climate Change, population Growth) and consider evidence Know that historians use evidence to make conclusions about events in the past and that often these conclusions can differ</p>	
Visits, Visitors, Experiences		Evacuee Day			British Museum	
<b>Disciplinary and Substantive Concepts</b>		<p><b>Disciplinary Concepts (Historical Skill):</b> Chronology / Historical Evidence / Interpretations <b>Substantive Concepts (Content):</b> Childhood</p>			<p><b>Disciplinary Concepts (Historical Skill):</b> Chronology / Historical Evidence / Interpretations <b>Substantive Concepts (Content):</b> Civilisation</p>	
<b>Key Vocabulary</b>		Jewish, holocaust, belief, primary and secondary source, evidence, impact, justify, persecute, concentration camp, significant, leader , evacuee			<b>Ancient, civilization, advancement, hierarchy, technology,</b>	
<b>Key Texts</b>		<p><b>Goodnight Mr Tom – Michelle Magorian / After the War – Tom Palmer</b> <b>Rose Blanche – Roberto Innocenti</b></p>			<p><b>Rain Player</b> <b>The Great Kapok Tree</b> <b>Mario's Mayan Journey – Michelle McCunney</b></p>	

<b>Key Curriculum Drivers (Substantive Concepts):</b>				
Turning Points	Invasion	Childhood	Racial Equality	Civilisation