



History Long Term Plan – Knowledge

Crawford Village
Primary School & Nursery

<p>Class 1</p>	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p>The Early Adopter Early Learning Goals for Understanding the World require pupils to learn about Past and Present. This includes pupils being able to:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
	<p style="text-align: center;">Cycle A 2022 - 2023</p>	<p style="text-align: center;">Cycle B 2023 - 2024</p>	<p style="text-align: center;">Cycle C 2024 - 2025</p>
<p>Class 2 Y1 – Y3</p>	<p>Fire! Fire! Events beyond living memory – Great Fire of London This theme is about the Great Fire of London, an event beyond living memory which is significant nationally. Children will ask and answer basic questions about the Great Fire and its effects. They will consider why it happened, its results and the different ways in which it is represented. They will develop their understanding of the passing of time and sense of chronology. Vocabulary: London, century, Pudding Lane, leather bucket, drought, diary, water squirts, bakery, flammable and eyewitness.</p> <p>Explorers: Significant individuals – Neil Armstrong, Christopher Columbus (and Tim Peake) In this theme children learn about the lives of significant individuals in the past who have contributed to national and international achievements for example famous explorers such as Christopher Columbus and Neil Armstrong. Children will learn the difference between ‘significant’ and ‘famous’ individuals. Vocabulary:</p>	<p>Rock & Roll: Changes in Britain from Stone Age to Iron Age In this theme children will learn about changes in Britain from the Stone Age to the Iron Age. They will learn that people have lived in Britain for a very long time and that this period of study covers over 10000 years of history. Vocabulary: Archaeologists, artefact, Neolithic, B.C., chronology, hunter-gatherers, shelter, settlement, prey, nomad, Skara Brae, sinews, Flint stones, domesticate</p> <p>Family Album: Changes within living memory In this unit children investigate changes within their own living memory – or the living memory of other (older) people. They will consider aspects of national life as well as events more familiar to them. Vocabulary: Before, after, yesterday, past, last year, a long time ago, old, new, adult, baby, young, grown-up</p> <p>Buckets and Spades:</p>	<p>There’s no place like home: Local history The purpose of this theme is for children to find out what their local area was like in the past and how it has changed over the years. They will find out about the everyday lives of people in the past as well as significant events and how buildings and land use have changed over time.</p> <p>What did the Romans do for us? The Roman Empire and its impact on Britain The Roman invasion of Britain was hugely significant in shaping the British nation. The learning within this theme focuses on the settlement in Britain by Romans, and the impact on British life and society that occurred as a result of this. Other areas of study will include:</p> <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion in 55-54 BC • The Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian’s Wall • British resistance, for example, Boudica <p>Vocabulary:</p>

	<p>Explorer, Christopher Columbus, Neil Armstrong, Yuri Gagarin, Buzz Aldrin, Michael Collins, Apollo 11</p> <p>The Place where I live: Significant places in their own locality (including schools and playgrounds) This theme is about historical places in the pupils' own locality, specifically places where children would have played in the past compared with how and where they might play today. Children will also learn about how buildings and houses/homes in their own town or locality have changed over time.</p>	<p>Events beyond living memory or places in their locality – the seaside then and now In this theme children learn about holidays in the past compared with holidays now. They will consider events and places within their own living memory compared with events and places beyond their own memory. Vocabulary: Seaside, sand, cliff, beach, shingle, windbreak, picnic, sun hat, suncream, sunglasses, flip-flops, souvenirs, bucket, spade, sandals, luggage, swimsuit, sandcastle, steam boat, Punch and Judy show, amusement arcade, steam train, pier</p>	<p>Centurion, emperor, aqueduct, gladiator, Londinium, conquer, invade, Romanisation, senate, Roman baths</p>
	<p>Cycle A 2022 - 2023</p>	<p>Cycle B 2023 - 2024</p>	<p>Cycle C 2024 - 2025</p>
<p>Class 3 Y4 – Y6</p>	<p>Earthlings: Local history</p> <ol style="list-style-type: none"> How has the village of Crawford changed over time? <ul style="list-style-type: none"> Look at historical sources over time - how has the village changed? Look at change of use How would life have been different for pupils at Crawford in the past? <ul style="list-style-type: none"> Sources, school record books, pictures, speak to past pupils School buildings Field Work - Walk through the village and look at human and physical changes in the area. <p>Inventors and Inventions A contrasting non-European study -The Maya Civilisation The learning within this theme focuses on a non-European society that provides contrasts with British history - the Maya civilization c. AD 900 Vocabulary: Glyphs, codices, Chichen Itza, cacao, Ahau or Ahaw, Batab, Itzamna, Huipil, kin, Kukulcan, Uinal</p> <p>Oh, I do like to be beside the seaside! Aspect of British History beyond 1066 – The Changing Power of Monarchs The learning within this theme focuses on the changing power of monarchs from Henry VIII to present day. (<i>A study or theme in British History that extends pupils' chronological knowledge beyond 1066</i>). Children will be involved in making</p>	<p>A Kingdom United: Britain's settlement by Anglo-Saxons and Scots In this theme children learn about Britain's settlement by Anglo-Saxons and Scots. They will learn that people have been coming to settle in Britain for a long time. They will learn where in Britain the Anglo-Saxons settled, their ways of life and about some of the tensions caused by their settlement. Vocabulary: Archaeologist, East Anglia, cremation urn, settlements, Sutton Hoo, Christianity, Viking invasion, King Alfred, Saxon Justice</p> <p>Super Sleuth: Viking and Anglo-Saxon struggle for the Kingdom of England The learning within this theme focuses on events in British history from the Fifth Century until 1066. This period of time includes Anglo-Saxons, Vikings and Normans. Children will have studied Anglo-Saxon society in more depth in the previous topic (A Kingdom United) and this unit builds on that. Vocabulary: Archaeologist, raids, vicious, longhouse, berserkers, longship, Odin, Scandinavia, Danelaw, misconception, Jorvik</p> <p>The Great Plague: A theme in British History beyond 1066 In this theme children learn about a significant event in British History that will extend their chronological knowledge beyond 1066 e.g. The Great Plague of 1665. Vocabulary:</p>	<p>Heroes and Villains Aspect of British History beyond 1066 In this theme children learn about Britain's involvement with World War II. They will explore how Jewish children were evacuated to England via Kindertransport, Anne Frank, rationing, the role of women in the War and The Blitz. Vocabulary: Allies, Axis, Nazi Party, annex, propaganda, active service, Anderson shelters, land girls.</p> <p>Water, Water Everywhere (Part 2): The achievements of the earliest civilisations – Ancient Egypt In this theme, children will learn about the achievements of the earliest civilisations including those of the Ancient Sumer, the Indus Valley, The Shang Dynasty and Ancient Egypt, going on to study the latter in more depth. Children will compare and contrast these periods, identifying the particular strengths of each one and drawing parallels between them.</p> <p>Faster, Higher, Stronger: Ancient Greeks (including sports) Ancient Greece was a time which saw the emergence of great philosophers, a passion for the arts and the development of governance. The learning within this theme focuses on life in Ancient Greece and the impact that their thinking and ideas have had on the western world. Vocabulary: Philosophy, Athenians, Spartans, democracy, Olympics, plague, truce, Zeus, loincloth, Apollo, Sacred truce, templeA</p>

	<p>comparisons and analysing trends between the different periods, focusing primarily on the periods from the Tudor to Elizabethan and Victorian eras to the present day.</p>	<p>Bills of mortality, plague pits, disease, fleas, sanitary conditions, plague doctors, bird mask</p> <p>Water, Water Everywhere (Part 1): The achievements of the earliest civilisations In this theme, children will learn about the achievements of the earliest civilisations including those of the Ancient Sumer, the Indus Valley, The Shang Dynasty and Ancient Egypt, going on to study the latter in more depth. Children will compare and contrast these periods, identifying the particular strengths of each one and drawing parallels between them.</p>	
<p>Additional vocabulary KS1</p>	<p>History, past, present, time, today , yesterday, tomorrow, future, here, now, then, last week / month, last year, x years ago, a long time ago, timeline, order, memory, remember, remembrance, anniversary, first / last, birth / birthday, born, young / younger, child / children, teenager, parent / grandparent, senior citizen, old / older, life, death, died, ancient, change, changes, hours, weeks, years, decade, century, hundred, thousand, millions, AD / CE (Common Era), BC / BCE (Before Common Era), before / after, monarch / monarchy, kingdom, king /queen, royal, throne, crowned, reign, castle, significant, famous, special, modern, people, event, Britain, British, local, national, artefact, object, museum, compare, similar / different, when / why, role</p>		
<p>Additional vocabulary KS2</p>	<p>chronology, chronological duration, sequence, political, religious, social, timescale, timeline, commemorate, anniversary, centenary, centenarian, narrative, remembrance, impact, invasion, culture, beliefs, settlements, achievements, archaeology archaeologist, explorer, artefact, sources, primary source, primary evidence, secondary source, secondary evidence, evidence, analyse, hypothesis, oral history, narrative, investigation, infer, inference, change, continuity, events, diversity, society, significant, significance, cause, causation, consequence, similarity, difference, trends, interpretation, hypothesis, Britain, British, national, international, Empires, emperor, conquer, civilisation, Vikings, Romans, centurion, stone age, Neolithic, Palaeolithic, Mesolithic, hunter-gatherer, bronze age, iron age, Celts, Anglo-Saxons, dark ages, Christianity, Monastery, monk, Normans, conquest, medieval, middle ages, peasant, Georgians, Victorians, Tudors, Stuarts, monarch, monarchy, aristocracy, ancient, earliest, prehistoric, prehistory, century, millennium, parliament, democracy, government, Greeks, Grecian, Egypt, Egyptian, Maya, AD, BC, CE, BCE, era, migration, emigrant, immigrant</p>		