

History Long Term Plan 2019/20

	Assessment Period 1		Assessment Period 2	Assessment Period 3
Module	2 weeks Recap – historical enquiry and chronology			
1	What is chronology? How do I use historical sources to find out about the past?	Ongoing across the year. 1. What has happened in my lifetime that I can remember? 2. How has the local area changed in my lifetime? 3. How can I use simple sources to find out about how our local area has changed over time?		
2	What is chronology? How do I use historical sources to find out about the past?	1. Why do people build castles and how have their uses changed over time? *Who was Rosa Parks and why is it important we remember her? Who was Emily Davison and why is it important that we remember her?*	How have explorers in history affected our lives? What kind of explorer could you be today or in the future? Link the type of explorer they could be to their knowledge of changes in living memory and beyond e.g. you could now explore in space.	
3	What is chronology? How do I use historical sources to find out about the past?	How did life in Britain change from the Stone Age, Iron Age and Bronze Age? Highlight how long ago these time periods were in comparison to their lifetime, family lifetime, Norman conquest, Rosa Parks/Emily Davison etc	Who were the Romans and what impact did they have on Britain? Use prior knowledge as a starting point for introducing when the Romans invaded to ensure chronological awareness. Recap Norman conquest and explain key similarities and differences between that and the Roman invasion. Link building of the wall to castles and towers/ Stonehenge human features that have been left behind that tell us about the past.	Consolidation – chronology and links between learning.
4	What is chronology? How do I use historical sources to find out about the past?	Who were the Anglo Saxons and why did they come to Britain? Has history been fair in its portrayal of the Vikings? Compare with the Roman invasion and the impact of that. Use prior knowledge of dates/time periods to allow pupils to build up a more in depth understanding of chronology.	Who were the Native American tribes and how do their beliefs, cultures and traditions compare to our own? Link back to the beliefs of other societies covered e.g. Vikings and compare.	How did coal mining contribute to the development of Ashington? Recap what they know about their local area and how it has developed and changed. Link to 150 years of Ashington celebrations. Locate the development of Ashington within the chronological framework, discussing the length of time between different time periods.
5	What is chronology? How do I use historical sources to find out about the past?	How and why has crime and punishment changed over time? Recap Romans, Anglo-Saxons and Vikings and discuss laws and punishments in use then. Compare life in the Tudor and Victorian times to the other time periods studied focusing on things like education, houses, jobs, clothing.	Who were the Ancient Egyptian Civilisation and what impact did their achievements have on our lives? Use the pharaohs as a stimulus to revisit significant monarchs or leaders studied e.g. Queen Victoria, Alfred the Great etc. Discuss the relative amounts of power they had. Discuss which society had the biggest impact on our world, drawing on prior knowledge e.g. the Romans gave us roads. Look at how life was different for the rich and poor/men and women and link this to knowledge about Tudor and Victorian times.	Consolidation – chronology and links between learning. How have leaders affected society and do they always display British Values?
6	What is chronology? How do I use historical sources to find out about the past?	How can we use complex historical sources to find out who/what was responsible for the loss of life in the sinking of the Titanic? What can we learn about equality in society from the Titanic disaster? What role did polar exploration play in our understanding of the world? Revisit social class – how was social inequality reflected in the punishments in the Tudor times? Discuss other important explorers in history as an opportunity to develop chronological understanding.	How do the Ancient Maya compare to ancient civilisations studied so far? Comparison to Ancient Egypt.	How have the achievements of the Ancient Greeks influenced modern society? Opportunity to consider how people in history have influenced our society, drawing on prior knowledge from various topics. What does equality mean to you and how has it changed over time? Links to PSHE, social, racial and gender inequality as covered in previous year groups/terms.

*Covered in conjunction with Equalities PSHE (Red text highlights opportunities to make links between topics and year groups to promote long term memory of knowledge.)

Ashington Learner Partnership