











PRESCOT PRIMARY SCHOOL
EYFS/KS1/KS2 LONG TERM PLAN FOR: HISTORY KEY CONCEPTS & SKILLS



	YEAR	CHRONOLOGY 	CAUSE & CONSEQUENCE 	COMPARISON 	SIGNIFICANCE 	HISTORICAL SKILLS 
EARLY YEARS FOUNDATION STAGE	N	<p>Order photographs from A woodland walk and activities in class chronologically.</p> <p>Sequencing life cycle pictures noticing and commenting on the changes over time.</p> <p>Sequence some pictures of animals growing up and changing - timeline, notice and comment on patterns and changes over time.</p> <p>Changes over time with the eggs that we incubate.</p>		<p>Discuss family memories and how the children are different now to when they were babies.</p> <p>Find out what it was like to live in a castle.</p> <p>Talk about the lives of people who lived and worked in a castle. Think about how their lives are different to those of people in the past.</p>		<p>Explore images and videos of castle grounds.</p> <p>Watch the video 'Castle people'. After watching the video ask 'Who lived in a castle?' Encourage the children to share what they remember and say what the role of each person was.</p>
	R	<p>Recall the changes that they have made over the years. Make a timeline - baby-toddler-now.</p>		<p>Different forms of transport and how it has changed over time.</p>	<p>Know about significant events and people. Begin to know why they are significant.</p> <p>Remembrance Sunday- The war</p> <p>Guy Fawkes of the History behind Bonfire Night.</p>	<p>Use images to discuss changes they have made over the years.</p> <p>Watch videos, read books, look at pictures to research significant events and individuals.</p>

	YEAR	CHRONOLOGY	CAUSE & CONSEQUENCE	COMPARISON	SIGNIFICANCE	HISTORICAL SKILLS
						
KEY STAGE ONE	1	<p>Know past/ present. Older/newer/long ago/before/after/ then/nor day//week/month/ year</p> <p>Order people, events & artefacts.</p> <p>Begin to understand 'timeline'</p>	<p>Causes & consequences of the Great Fire of London.</p> <p>Consequences of Mary Anning's discoveries.</p> <p>Significant changes throughout the reign of Elizabeth II</p>	<p>Compare school building & grounds then & now.</p> <p>Compare 17th century London with the present city. What is the same? What is different? Begin to think of reasons.</p> <p>Compare Victorian life/ innovation with current life & technology.</p>	<p>Know about significant events and people. Begin to know why they are significant.</p> <p>Samuel Pepys Elizabeth II Mary Anning Beethoven Rosa Parkes</p> <p>Know about significant places within the school grounds/ immediate locality.</p>	<p>Begin to use historical & topic-specific vocabulary.</p> <p>Observe or handle evidence to ask questions about an object or an event.</p> <p>Look closely at photographs/ artefacts and draw simple conclusions.</p>
	2	<p>Language of the passing of time as above.</p> <p>Sequence events and historical figures on a timeline. (Timeline of Cook's life)</p> <p>Recount changes that have occurred in their own lives.</p> <p>Use dates where appropriate, as well as everyday items about the passing of time.</p>	<p>Know about the events surrounding Grace Darling's story, its cause/ s and the consequences.</p> <p>Consequences of the pioneering sea captains, English exploration & discovery.</p> <p>Give reasons why designs for castles/bridges became more sophisticated.</p>	<p>Identify similarities between ships in the past and today. How were/ are they powered? Compare how maps are charted now compared to 16th century.</p> <p>Identify the similarities between castles and modern day buildings. How were they hearted, lit, built etc. compared to today's technology.</p>	<p>Know about significant events and people. Begin to know why they are significant.</p> <p>Queen Victoria Captain James Cook Grace Darling Mahatma Ghandi Malala Yousafzai</p> <p>Know about significant places within the immediate locality of the school. Why are roads named - St James? Oliver Lyme? Kemble?</p>	<p>Use historical & topic-specific vocabulary more confidently.</p> <p>Use artefacts, pictures, stories, online sources etc. to find out about the past. Answer questions based on simple observation.</p> <p>Identify some of the different ways that the past is represented.</p>

3	<p>Understand the term 'chronology'.</p> <p>Place events in chronological order.</p> <p>Begin to develop an understanding of duration.</p> <p>Discuss simple links with other civilisations and time periods.</p>	<p>Explain the cause and effect of a significant historical event, (Battle of Marathon, eruption at Pompeii)</p> <p>Begin to identify long term consequences and legacy of Greek rule.</p>	<p>Contrast the lives of rich and poor in Ancient Greece.</p> <p>Contrast lives of different ranks of Greek soldier.</p> <p>Compare stone age/iron age and give reasons for similarities & differences.</p> <p>Compare lives of Ancient Greeks with early Stone/ Iron age man.</p> <p>Compare evolution of technology around volcanic eruptions.</p>	<p>Know about significant people. Know why they are significant:</p> <p>Henry VIII Mohammed Ali Sophie Scholl Aristotle Socrates</p> <p>Significant events: Battle of Marathon Eruption/Pompeii</p> <p>Significant places: Prescot Church Athens Skara Brae Stonehenge Pompeii</p>	<p>Make deductions about the past from a source.</p> <p>Begin to use more than one source of evidence at once.</p> <p>Begin to understand the difference between primary and secondary sources of evidence. Begin to devise historically valid questions. Thoughtfully select and organise historical information.</p>
4	<p>Understand the concept of change over time.</p> <p>Use dates and terms to describe events.</p> <p>Understand concept of BCE/ CE (BC/AD)</p> <p>Have a clear understanding of the duration between events.</p> <p>Sequence key dates/events on a timeline, comparing durations.</p>	<p>Give reasons for and results of events and changes.</p> <p>Understand the term 'legacy' - what were the lasting consequences of each period for us in modern Britain?</p>	<p>Compare how people shopped in Prescot in the past, with the present.</p> <p>Compare different themes across the different time periods:</p> <ul style="list-style-type: none"> • everyday life • soldiers/ invasion • entertainment • food & drink • settlements • crime & punishment <p>Make connections between the different time periods and understand the reasons behind similarities and differences.</p>	<p>Know about significant people. Know why they are significant:</p> <p>Boudicca Julius Caesar Claudius William I Harold Godwinson Harald Hardrada Jacques Cousteau Maya Angelou Cathy Freeman</p> <p>Significant events: Invasions Battle of Hastings & Norman Conquest Domesday Book</p> <p>Significant places: Prescot High St Hadrian's Wall Chester/York Hastings/Bayeux</p>	<p>Confidently use historical & topic-specific vocabulary when speaking and writing.</p> <p>Make deductions and justify with evidence.</p> <p>Be able to identify explicit and implicit (implied) evidence from a source.</p> <p>Understand the difference between primary and secondary sources. Suggest suitable sources of evidence for an enquiry. Determine why contrasting interpretations of the past have been constructed.</p>

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Understand the concepts of continuity and change over time, representing them on a timeline.

Produce their own timelines.

Identify links with other periods of study, demonstrating global perspectives.

Confidently use a variety of timelines with differing time scales.

Cause & consequences of the change in industry over time in Prescot. Legacy?

Look at the events leading to the Peasants Revolt and the impact this had on the lives of the people at this time. How do we campaign today?

Suggest causes and consequences of some of the main events and changes within this period and as a result of events within this period.

Understand the consequences of Carter's discovery for Egypt and the world.

Compare industry and Prescot then and now. Find reasons why & explain clearly.

Describe features of ancient civilisations, make links and compare them.

Compare different themes across the different time periods:

- everyday life
- soldiers/invasion
- entertainment
- food & drink
- settlements
- crime & punishment

Describe different accounts of an historical event, explaining some of the reasons why accounts differ. Look at recounts from diary extracts written at the time

Know about significant people. Know why they are significant:

Richard II
King John
Wat Tyler
Tutankhamun
Howard Carter
Lord Carnarvon
Juliane Koepcke
Louis Braille

Significant events:
The Black Death
Peasants' Revolt
Carter's discovery

Significant places:
Prescot BICC/
Watch Factory
Europe
Cairo
River Nile
Valley of the Kings

Children to select and combine relevant information from different historical resources and show an understanding that aspects of the past have been represented and interpreted in different ways.

Look at drawings/paintings depicting the Black Death

Identify archaeological techniques and how these have developed over time.

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All of the above.

Represent concepts of continuity and change over time on a timeline.

Identify links with other periods of study, demonstrating a global perspective.

Use dates and terms accurately when describing events.

Confidently describe durations of eras.

Suggest causes and consequences of some of the main events and changes during this time period.

Describe and explain the consequences of this civilisation that can still be seen today. (Legacy).

Describe the causes of war, compare to those conflicts studied in previous projects. Know modern-day consequences of conflicts.

Know how life would have been different had Germany won.

Draw contrasts with previously studied early civilisations.

Explore 'similarity', 'difference' and make connections between European and non-European ancient civilisations.

Compare to stone-age settlements (same period of history in UK).

Compare the lives of children across Europe during WW2.

Compare & contrast life in wartime cities with the countryside.

Know about significant people. Know why they are significant:

George VI
Winston Churchill
Adolf Hitler
Anne Frank
Kathrine Switzer
Mary Woollenscroft
Ernest Shackleton
Sir Edmund Hillary
Roald Amundsen

Significant events:
Day of the Dead
Outbreak of WW2
The Blitz
D-Day
Battle of Britain
Polar explorations

Significant places:
Mexico City
Mayan sites
Wartime sites

Describe different accounts of a historical event. Understand that events, people and changes can be interpreted in different ways and suggest possible reasons for this, (understand bias). Use sources of evidence to form deductions and hypotheses about the past. Know explicit/implicit evidence. Independently select relevant source material for enquiry and justify choices. Frame historically-valid questions. Understand the importance of archaeology and the process that supports it.

