

Landgate School Long Term Planning 2019-2021 History

Key Stage 2		Key stage 2 Intent: (take from policy key learning)			
		Key Stage Opportunities:			
		Year A 2019-20	Year B 2020-2021	Year C 2021-2022	Year D 2022-2023
Focus 1	Key Focus:	<u>Ancient Civilizations</u> <u>Ancient Greece</u>	<u>Ancient Civilizations</u> <u>Egyptians</u>	<u>Ancient Civilizations</u> <u>Shang Dynasty</u>	<u>Ancient Civilizations</u> <u>Indus Valley</u>
	Vocabulary and Knowledge:	Olympics, soldier, Alexander the Great, Empire, slave, Parthenon, nobleman, gods. <ul style="list-style-type: none"> Begin to develop knowledge and understanding of life, culture and religion of the time. Know when the Ancient Greek people lived and order some events from the time on a timeline. Know some key facts about the Battle of Marathon and the Trojan War Continue to develop chronologically secure knowledge of history Understand how knowledge of the past of constructed from a range of sources Begin to understand that different versions of the past may exist, giving some reason for this. 	Egyptian, pharaoh, pyramid, mummy, sarcophagus, gods, tomb <ul style="list-style-type: none"> Understand what was important to people during ancient Egyptian times. Raise questions when about an artefact in order to understand more about this ancient civilisation Understand that hieroglyphs were used as a form of communication and recording. Know where and when the Egyptians lived through looking at maps and artefacts. Understand how knowledge of the past of constructed from a range of sources 	Emperor Cheng Tang, bronze hu, Ancient China, oracle bones, soldier, Fu Hao <ul style="list-style-type: none"> Find out about the Shang Dynasty of China and explore how we know about it. Understand what ordinary life was like for people during the Shang Dynasty Understand why the Shang Dynasty ended. 	Indus Valley, citadel, Pakistan, pottery, archaeology <ul style="list-style-type: none"> Know the key people involved in leading the discovery of the civilisation Know what archaeological evidence they discovered and what it teaches us.
	Skills	<ul style="list-style-type: none"> Describe some key facts about the Battle of Marathon and the Trojan War and answer 	<ul style="list-style-type: none"> Compare the powers of different Egyptian gods. Find Egypt on a map. 	<ul style="list-style-type: none"> Find the location of the Shang on a map of China and describe and name some cities 	<ul style="list-style-type: none"> Be able to describe where in the world the Indus Valley civilisation existed.

		<p>questions to demonstrate their understanding.</p> <ul style="list-style-type: none"> Examine artefacts in order to draw conclusions about what life was like in Ancient Greece. Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Construct informed responses by selecting and organising relevant historical information Communicate about some Ancient Greek gods and know some features of Greek myths. 	<ul style="list-style-type: none"> Select information about mummification and Egyptian gods carefully when learning about these areas. Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Construct informed responses by selecting and organising relevant historical information 	<p>and physical features of the land.</p> <ul style="list-style-type: none"> Describe the roles of different members of Shang society and know where they fitted in the Shang social hierarchy. Describe a range of artefacts and know what they were made of and what they were used for. Explain what oracle bones were and how the Shang used them. Say who Fu Hao was and why the discovery of her tomb was significant. 	<ul style="list-style-type: none"> Describe some key features of this early civilisation. Describe some artefacts that have been discovered.
	Opportunities:	<p>Communicate key fact about Greek culture, religion and life of an ancient Greek. Communicate their knowledge through: Discussion, Drawing pictures, Drama/role play, Making models/ Art work, Writing, Using ICT Compare and contrast over time. Culture and religion. Family life and the language. Influences and impact over the years. Daily lives.</p>	<p>Timelines Investigate historical sources related to Egyptians Role play Artwork Writing</p>	<p>Examine artefacts and historical sources Timelines Role play Compare and contrast over time. Culture and religion. Daily lives.</p>	<p>Examine artefacts and historical sources Timelines Role play Compare and contrast over time. Culture and religion. Daily lives.</p>
Focus 2	Key Focus:	<u>Ancient Britain</u> <u>Iron Age</u>	<u>Ancient Britain</u> <u>Stone Age</u>	<u>Ancient Britain</u> <u>Bronze Age</u>	<u>Ancient Britain</u> <u>Skara Brae</u>
	Vocabulary and Knowledge:	Celts, hill forts, farming, swords, dagger, arrow head, armour, shields, roundhouse, smithing.	Cave painting, mammoth, Neolithic man, Neolithic Woman, spears, jewellery <ul style="list-style-type: none"> Know where the Stone Age gets its name. 	Roundhouse, bronze age man, bronze age woman, pottery	Skara Brae, prehistoric, dwelling, inhabited, extraordinary, clumps, magnitude, artefacts, Neolithic, Stone Henge, excavations, archaeological, livestock.

	<ul style="list-style-type: none"> To develop knowledge and understanding of life and culture of the time. Know how iron was mined and used during the Iron Age and how this changed life in Britain. 	<ul style="list-style-type: none"> Know which tools were crucial to the survival of early man. Know how tools changed during the Stone Age to make hunting more successful. Begin to understand what archaeologists do and how they find out about the past without written records. 	<ul style="list-style-type: none"> Understand how bronze is made and the effect bronze had on life in Britain know how people were buried in the Bronze Age know what happened to the climate at the end of the Bronze Age 	<ul style="list-style-type: none"> Know what Skara Brae is Know the names of some items found at Skara Brae.
Key Skills	<ul style="list-style-type: none"> Name two reasons why Iron Age people wanted to protect their homes. Name two of the roles of Druids in Iron Age tribes. Name an important festival in the Druid calendar examine Roman and Greek accounts of life in Iron Age Britain. 	<ul style="list-style-type: none"> Use a variety of sources to find and infer facts. Communicate key facts about the stone age Identify where early humans lived and animals they would have encountered Look at different homes from the Palaeolithic, Mesolithic and Neolithic times. 	<ul style="list-style-type: none"> Explain why Bronze Age people mined copper. Explain why children worked in copper mines. Communicate key events about the bronze age 	<ul style="list-style-type: none"> Explain how Skara Brae was discovered. explain how Skara Brae shows that stone Age people were beginning to change how they lived.
Opportunities:	Discussion, Drawing pictures, Drama/role play, Making models/ Art work, Writing, Using ICT Iron Age hill forts: tribal kingdoms, farming, art and culture	Stone Age religion, technology and travel, for example, Stonehenge Create cave paintings	Bronze Age religion, technology and travel	Time line. Compare and contrast the changes/ similarities and differences between the Stone Age and iron age. Including farmers and hunter-gatherers .late Neolithic hunter-gatherers and early farmers

Focus3s 3	Key Focus:	<u>Invaders</u> <u>Romans</u>	<u>Invaders</u> <u>Vikings and Anglo-Saxons</u>	<u>Invaders</u> <u>Anglo-Saxons and Scots</u>	<u>Non- European society</u> <u>Mayan civilization</u>
	Vocabulary and Knowledge:	<p>Julius Caesar, soldier, empire, invasion, sword, shield</p> <ul style="list-style-type: none"> develop knowledge and understanding of the events of the Roman invasion of Britain and the Romanisation and the impact culture and beliefs and religion 	<p>Viking, long boat, shield, swords, king, slave, freeman, gods</p> <ul style="list-style-type: none"> Know some key facts about the most influential Anglo-Saxon kings and be able to organise information about the Viking and Anglo-Saxon kings onto a timeline. Understand some aspects of everyday Viking life and know some typical Anglo-Saxon punishments. 	<p>Runes, coins, cremation pot, bronze helmet, Bayeux tapestry</p> <ul style="list-style-type: none"> Know who the Anglo-Saxons and Scots were and when and why they invaded Britain. Know some key features of life in Anglo-Saxon Britain. 	<p>Maize, maize god, hieroglyphic, pyramid, calendar, warrior, priest, king</p> <ul style="list-style-type: none"> Know some of the main Maya gods and what they represented. Know that corn and chocolate were important foods and be able to identify some reasons for this. Answering questions to demonstrate their understanding of different aspects of the Maya civilisation.
	Key Skills	<ul style="list-style-type: none"> describe when the Romans conquered Britain; recall some facts about the Romanisation of Britain describe some aspects of Roman Britain and be able to ask and answer questions to demonstrate understanding carry out historical research to find out what daily life was like in ancient Rome 	<ul style="list-style-type: none"> Say where the Vikings came from and when they invaded Britain. Describe some aspects of everyday Viking life and know some typical Anglo-Saxon punishments. Explain where and why some Viking raids or attacks took place. 	<ul style="list-style-type: none"> Explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences. Describe some artefacts that have been discovered. 	<ul style="list-style-type: none"> Read and write some basic Maya numbers, explaining what syllabograms and logograms are. Communicate where the ancient Maya people lived, naming some major features and cities in them. Describe the different features of Maya cities and be able to appreciate what it would have been like to live there
	Opportunities:	Communicate key facts about the events of the invasion and	Settlements Towns and houses Family life	Art and culture Anglo-Saxon invasions, settlements and kingdoms: place names and	Art and culture Timelines Mayan number system

		<p>Romanisation and the impact culture and beliefs and religion.</p> <ul style="list-style-type: none"> Communicate their knowledge through: Discussion, Drawing pictures, Drama/role play, Julius Caesar and the Roman Empire Making models/ Art work, Writing, Using ICT Invasion. Army and the power. Invasion by Claudius Hadrian's wall British resistance - Boudica <p>Romanisation and the impact culture and beliefs and religion. Visit bath house in Wigan</p>	<p>At sea/ raiders Timeline Viking raids and invasion Alfred the Great and Athelstan, first king of England. Workshop or visit to</p>	<p>village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p>	
Focus 4	Key Focus:	<u>Life for people in the Tudor period</u>	<u>Life for people in the Victorian period</u>	<u>Railways</u>	<u>Life of Henry V111 (timeline)</u>
	Vocabulary and Knowledge:	<p>Henry VIII, King, religion, rich, poor, life, buildings</p> <ul style="list-style-type: none"> continue to deepen knowledge and understanding of life, culture and religion of the time in the Tudor period Know what life was like for rich versus poor people in Tudor time Understand how knowledge of the past is constructed from a range of sources 	<p>Empire, Queen, Victorian, rich, poor, life, leisure</p> <ul style="list-style-type: none"> continue to deepen knowledge and understanding of life for people in the Victorian period Know about important inventions of the Victorian era. know why there was an increase in the leisure time available to people from the mid-1800s 	<p>Transport, goods, passengers, industrial revolution, Steam engines, track</p> <ul style="list-style-type: none"> Know about the changes to transport during the Industrial Revolution Know about James Watt's steam engine: how it worked, and how it was initially used have an awareness of key events in the early history of British rail transport 	<p>Tudor, wives, six, divorce, religion, church</p> <ul style="list-style-type: none"> Know about Henry and his six wives. understand about the power and importance of a Tudor king Know what the roles and responsibilities of a Tudor monarch were? understand the division of Catholic and Protestant in Europe during Tudor times and why this affected Henry's choice of wife

	Key Skills:	<ul style="list-style-type: none"> Place the Tudors on a timeline and identify features of the period. Distinguish between wealth and poverty in Tudor times and begin to describe them Identify the features of Tudor buildings 	<ul style="list-style-type: none"> Communicate what the Industrial Revolution was and how it affected Britain. Communicate about health, disease and medicine in Victorian Britain. 	<ul style="list-style-type: none"> Begin to give reasons why certain technological developments led to improvements in steam engines and railway tracks Communicate about the development of underground railways, and how they changed the lives of Londoners. 	<ul style="list-style-type: none"> locate the Tudors on a timeline Use portraits and written sources to find out what Henry VIII was like name and order Henry VIII's six wives
	Opportunities:	Communicate their knowledge through: Discussion, Drawing pictures, Drama/role play, Making models/ Art work, Writing, Using ICT	Look at differences and similarities. School life Home life Work life The British Empire	Visit railway station and steam railway Watch video clips	His reign Religion- impact on the church. Influence of Henry V 111
Focus 5	Key Focus:	<u>Modern History</u> <u>20th Century Entertainment</u>	<u>Modern History</u> <u>WW1</u>	<u>Modern History</u> <u>WW2</u>	<u>Modern History</u> <u>Elizabeth 11</u>
	Vocabulary and Knowledge:	Century, decade, leisure, television, music, entertainment <ul style="list-style-type: none"> Have a chronological understanding of how leisure, entertainment and technology developed over the century Know when ti century started and some of the key events 	World, western front, trench, warfare, animals, men, women <ul style="list-style-type: none"> Know the key events that led to the start of the war Develop understanding of key events though out the war Begin to understand how the war ended and what happened afterwards 	Blitz, Evacuation, Anne Frank, rations, Nazis, Allied forces <ul style="list-style-type: none"> Know what World War 2 was and where and when it took place Know what the Blitz was and which areas were most likely to be affected understand that different groups of people had different experiences during the war Know about Anne Frank and her diary 	Monarch, queen, reign, Coronation, commonwealth <ul style="list-style-type: none"> Know who Queen Elizabeth II is and the royal family are Know key events from Queen Elizabeth II's life Know what the Commonwealth is and how it has change
	Key Skills:	<ul style="list-style-type: none"> locate the start of the 20th century on a timeline recall some key events or periods of British history around the turn of the century 	<ul style="list-style-type: none"> Recall facts about ww1 name animal that was were in WW1 and their role in the war name a way that women or children supported the war effort from home 	<ul style="list-style-type: none"> place ww2 on a timeline explain what was the Blitz explain what evacuation was and why it was done explain what rationing was 	<ul style="list-style-type: none"> place key events from Queen Elizabeth II life compare Queen Elizabeth II to other famous British queens Find out about the role of the queen

		<ul style="list-style-type: none"> • consider how leisure activities popular in the Edwardian Era have changed over time • describe some differences between popular music from two different periods • explore ways in which listening to music has changed over time • Consider ways in which British people have influenced, and been influenced by, other countries through film and television. 	<ul style="list-style-type: none"> • name some changes that happened in Britain because of the war 	<ul style="list-style-type: none"> • recall key information about WW2 	
	<p>Opportunities:</p>	<p>Development of Leisure and entertainment in the 20th century. Significant dances, bands and films How has entertainment changed? Find out about how parents and grandparents spent their leisure time</p>	<p>Children of war. The impact of war. The impact war had on Britain. How war affected other countries. Life in the war and the aftermath. War museum Visit cenotaphs and war memorials Watch video clips</p>	<p>Children of war. Battle of Britain causes of war The impact on the world. The impact on Britain. The aftermath of the war Remembrance. Significant people from the war. workshop</p>	<p>Coronation Changes in her lifetime Daily lives changes. Watch video clips Look at sources including photographs</p>

Focus 6	Key Focus:	<u>Local History Industry</u>	<u>Local History war</u>	<u>Local History Buildings</u>	<u>Local History Daily lives</u>
		Use https://historicengland.org.uk/content/docs/education/explorer/planning-outstanding-local-history-and-heritage-projects-pdf/ to support planning Carry out a study over time tracing how several aspects of national history are reflected in Wigan			
	Vocabulary and Knowledge:	Mine, coal, canal, mining tools, power, Victorians, cotton, mill, textiles. <ul style="list-style-type: none"> Understand how industry has changed overtime in Wigan Understanding how the industrial revolution changed Wigan 	Shelter, change, war, air raids <ul style="list-style-type: none"> Know some facts about how the World wars affect Wigan and the surrounding area 	Hall, house, buildings, change, use <ul style="list-style-type: none"> Know that buildings have changed overtime Know that some buildings are older than others 	Life, change, home, school, same, different <ul style="list-style-type: none"> Know some key facts about lives of people in Wigan Know how people's lives have changed over time
Key Skills:	Link key events from Wigan with those of the rest of the country	Link key events from Wigan with those of the rest of the country and the world	<ul style="list-style-type: none"> Look at how Haigh hall has changed over time Find out about the different uses of the hall	Link key events from Wigan with those of the rest of the country	

	Opportunities:	Communicate their knowledge through: Discussion, Drawing pictures, Drama/role play, Making models/ Art work, Writing, Using ICT Investigate the local area focusing on the coal and textile industry.	Leigh prisoner of war camp Wigan heritage workshops. Local history websites https://www.bbc.co.uk/history/ww2peopleswar/stories/06/a4218806.shtml https://archives.wigan.gov.uk/archive/first-world-war-records?	Buildings haigh hall Wigan heritage workshops	Daily Live Wigan heritage workshops Talk to family and find out how their lives are the same or different to yours
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