



# History Long Term Planning



'Achieve Excellence'

## What does it mean to get better at History at William Stockton?

To develop 'layers' of historical knowledge, which children can draw upon to make sense of more complex ideas, and to construct their own historical arguments and accounts. Develop an understanding across four main threads; **Settlement and Invasion**, **Societal Change**, **Empires and Civilizations** and the **History of our Locality**.

**Substantive** - I know that...

**Disciplinary** - I know how to...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p><b>History of our Locality</b> <b>Societal Change</b></p> <p>Use the Nursery daily visual timetable</p> <p>Talk about immediate family</p> <p>Describe special times or events for family and friends (ongoing)</p>		<p><b>History of our Locality</b> <b>Societal Change</b></p> <p>Sequence 2 photos then and now e.g. baby and now</p> <p>Use photos to talk about when they were a baby</p> <p>Describe special times or events for family and friends (ongoing)</p>		<p><b>History of our Locality</b> <b>Societal Change</b></p> <p>Sequence 2 objects then and now Caterpillar, Butterfly</p> <p>Describe special times or events for family and friends (ongoing)</p>	
<b>END POINTS:</b>	<p><b>Disciplinary Knowledge</b></p> <p><b>Chronology, knowledge and understanding of History:</b> Sequence 2 photographs of themselves or familiar events that they have experienced Use time terms: now/then. old/new</p>					

	<p><b>Continuity and Change:</b> Begin to ask Why questions in response to discussion</p> <p><b>Using and Understanding sources of evidence:</b> Use images, stories and artefacts to help understand the past</p> <p><b>Concluding:</b> Show my ideas through talk and role play</p>		
<p><b>Reception</b></p> <p><b>END POINTS:</b></p>	<p><b>History of our Locality</b> <b>Societal Change</b></p> <p>Sequence 3 familiar events from the day: get up, go to school, go to bed</p> <p>Talk about their immediate family with confidence.</p> <p>Describe the life cycle of a person eg baby, toddler, teenager, parent, grandparent</p> <p>Describe special times or events in their own lives using time language eg Halloween, Bonfire Night, Birthdays</p>	<p><b>Societal Change</b></p> <p>Sequence 3 events: starting school, christmas and now</p> <p>Things happened before they were born eg Moon landing.</p> <p>Neil Armstrong is a famous figure from the past.</p>	<p><b>Societal Change</b></p> <p>Sequence two familiar objects/photos now and then: old telephone and new telephone, penny farthing/ new bike, old toy/ new toy</p> <p>Describe similarities and differences between an old/new object.</p> <p>Use the words old and new to describe items</p> <p>Older people had older items than we do now</p>
	<p><b>Disciplinary Knowledge</b></p> <p><b>Chronology, knowledge and understanding of History:</b> Sequence 3 familiar events or related objects Use time terms: now/then. old/new. today/yesterday. Day/month/year</p> <p><b>Continuity and change:</b> Begin to ask How? And Why? questions in response to things they are finding out.</p> <p><b>Cause and consequence:</b> Identify basic causes and consequences related to them.</p> <p><b>Using and Understanding sources of evidence:</b> Use images, stories and artefacts to help understand the past</p> <p><b>Concluding:</b> Begin to show my ideas, through: talk, drawing, role play and emergent writing</p>		
<p><b>Year 1</b></p> <p><b>END POINTS:</b></p>	<p>How has my school and the local area changed between 1998 and 2022?</p> <p><b>Societal Change</b> <b>History of our Locality</b></p>	<p>Who is King Charles III and what does he do? Who was Queen Elizabeth II? (1952 - 2022)</p> <p><b>Societal Change</b> <b>Empires and Civilizations</b></p>	<p>Where did the Victorians holiday and how is it different to now? 1837 - 1901</p> <p><b>Societal Change</b> <b>History of our Locality</b></p>

	<p>The school building has changed.</p> <p>The old school was on the field.</p> <p>Part of the old school is at the front of this school.</p> <p>Some new buildings have been built and replaced older buildings</p>	<p>King Charles III rules the UK and the commonwealth</p> <p>The commonwealth includes lots of different countries.</p> <p>Queen Elizabeth died in 2022.</p> <p>Charles became King in 2022.</p> <p>Charles has 2 sons. Prince William will be the next King</p> <p>Queen Elizabeth reigned for 70 years</p>	<p>Most Victorians went on holiday to the seaside in the UK</p> <p>The Victorians watched Punch and Judy at the seaside.</p> <p>The Victorians did not go on holiday on an aeroplane.</p> <p>Queen Victoria had a private beach and had an African choir regularly perform for her.</p>
<p><b>Disciplinary Knowledge</b></p> <p><b>Chronology, knowledge and understanding of History:</b> Sequence 3 events, photographs or objects onto a timeline. Use the words past and present; long long ago, long ago and now to compare different objects/ people/ events. Use past and present when describing events</p> <p><b>Continuity and change (between periods):</b> Talk about some similarities and differences between my life and people from the past.</p> <p><b>Cause and Consequence:</b> Talk about why/ what/ how events happened.</p> <p><b>Using and Understanding interpretations and sources for evidence:</b> Use photographs, artefacts and books to answer questions about Historical events/people.</p> <p><b>Concluding:</b> Talk about what I found out.</p>			
Locality	<p>Local walk</p> <p>Bus station changes</p>	<p>When QEII visited Ellesmere Port - photo resources 1979, 1998)</p>	

<p><b>Year 2</b></p>	<p>How has the people's health of Britain changed over time? (Victorians and Florence Nightingale) 1837 - 1901 <b>Societal Change</b> <b>History of our Locality</b></p>	<p>What were the consequences of the great fire of London? 1666 <b>Societal Change</b></p>	<p>Was Sir Francis Drake a pirate or an explorer? 1563 - 1596 <b>Empires and Civilizations</b> <b>Societal Change</b></p>
<p><b>END POINTS:</b></p>	<p>Hospitals in Victorian Times were dirty.</p> <p>Houses in Victorian Times were overcrowded and damp. People got very poorly.</p> <p>Florence Nightingale was a nurse in the Crimea war and helped wounded soldiers she was nicknamed 'The Lady with the Lamp'</p> <p>Florence Nightingale made sure the hospital was clean and told everyone to wash their hands which stopped them from getting infections.</p> <p>Florence Nightingale and Mary Seacole met during the Crimea war</p> <p>Compare Florence Nightingale and Mary Seacole</p> <p>Nurses are important to help us stay healthy and to keep us safe.</p>	<p>The Great fire of London started on Pudding Lane in 1666</p> <p>London is the capital city of England</p> <p>Buildings were made from wood</p> <p>Conditions meant the fire spread quickly.</p> <p>Water did not put the fire out so King Charles II pulled down buildings to stop the fire from spreading further.</p> <p>Samuel Pepys kept a diary about the fire.</p> <p>Christopher Wren rebuilt the city of London after the fire. They kept the buildings further apart and didn't use as much wood.</p>	<p>Explorers help us to find out more about what is around us.</p> <p>An explorer is a person who explores a new or unfamiliar area.</p> <p>Sir Francis Drake was the first English explorer to sail around the world.</p> <p>People wondered whether Drake was a pirate or an explorer as he stole gold, silver and cargo from other ships.</p> <p>When Drake returned to England with the treasure stolen from Spanish ships, the queen was very pleased and knighted him.</p> <p>Drake went to Africa and captured men and women of colour and took them to America to sell. These people became slaves for white people in America. Drake took the money back to Queen Elizabeth I</p> <p>Drake was an active explorer between 1563 and 1596</p>
<p><b>Disciplinary Knowledge:</b></p> <p><b>Chronology, knowledge and understanding of History:</b> Include some detail when talking about events, people and themes from the past. Place events and people on a timeline. Begin to use important dates</p> <p><b>Continuity and change (between periods):</b> Point out some similarities and differences between aspects of life at different times in the past.</p> <p><b>Cause and Consequence:</b></p>			

	<p>Pick out some reasons for and results of people's actions and events.</p> <p><b>Using and Understanding interpretations and sources for evidence:</b>  Compare different sources of evidence and point out some similarities and differences.  Say which sources are most likely to be the most useful for a task.</p> <p><b>Concluding:</b>  Provide reasons for what I think has happened.</p>		
Locality	<p>Victorian buildings Tatton Park</p> <p>Photos of Victorian houses in the local area</p>	<p>Maritime museum Liverpool</p>	
<p><b>Year 3/4 Cycle 1</b></p> <p>End Points:</p>	<p>How was life different in the stone age, bronze age and iron age?</p> <p>Settlement and Invasion</p> <p>Societal Change</p> <p>Empires and Civilizations</p>	<p>Roman Britain - How was Britain changed by the Romans? What was the impact on Chester?</p> <p>Settlement and Invasion</p> <p>Societal Change</p> <p>Empires and Civilizations</p> <p>History of our Locality</p>	<p>How did Ellesmere Port begin?</p> <p>Settlement and Invasion</p> <p>Societal Change</p> <p>Empires and Civilizations</p> <p>History of our Locality</p>

<p>Locality</p>	<p>Early in the Stone Age, people lived in caves. Towards the end of the Stone Age people built huts.</p> <p>In the Stone Age, people were hunter-gatherers. They foraged for food.</p> <p>Stone Age tools were made from stone and bone.</p> <p>There were no leaders in the stone age - all houses were a similar size.</p> <p>Bronze Age people discovered how to extract metal from rocks, bronze replaced stone in tools and weapons..</p> <p>Bronze was made from copper and tin.</p> <p>In the Iron Age, people became more skilled metalworkers.</p> <p>Iron was stronger than Bronze and easier to find.</p> <p>In the iron age people grouped together in larger tribes and were ruled by a king supported by landowners and warriors. Ordinary people farmed and hunted for food.</p>	<p>The Roman Empire was multicultural.</p> <p>A tribe of people called the Celts lived in England before the Romans invaded</p> <p>The Romans came from Italy and invaded Britain in 43AD.</p> <p>The Roman army was successful because they were organised and had effective armour.</p> <p>Hadrian's Wall was built in 122AD. It was built to keep the barbarians out by the Emperor Hadrian.</p> <p>The wall was manned and protected by different units. In the 3rd Century a 500 strong unit of African Roman soldiers manned the wall.</p> <p>The Romans believed good sanitation would lead to good health. They built baths and sewers.</p> <p>The Romans had a number system that is still used today.</p> <p>Chester was a Roman fort. There is still evidence of Romans in Chester there today such as the amphitheatre.</p>	<p>Parts of Ellesmere Port (Whitby, Little Sutton, Great Sutton, Stanney, Little Stanney) were named in the Domesday book.</p> <p>The Shropshire Union canal was built to help transport goods from the River Mersey to Ellesmere in Shropshire.</p> <p>Ellesmere Port used to be called the Port of Ellesmere</p> <p>The building of the Manchester Ship Canal meant that Ellesmere Port became a major industrial centre. Goods could be transported further.</p> <p>As Ellesmere Port became more industrious, the population grew and continued at a steady rate until around the 1970s.</p>
<p>Year 3/4 Cycle 2</p>	<p>Ancient Egypt - Can a boy King rule a civilisation? Societal Change Empires and Civilizations</p>	<p>Anglo Saxon and Scots and Vikings Was Alfred the Great great? Settlement and Invasion Societal Change Empires and Civilizations History of our Locality</p>	<p>Kings and Queens of the past What makes an effective Monarch? Empires and Civilizations Societal Change</p>
	<p>Beeston castle - Bronze age round house visit the hill fort</p>	<p>Chester Dewa museum Chester Roman remains - pictures</p>	<p>1086 - Domesday book - Whitby, Great Sutton, Little Sutton, Pool (Overpool) Boat museum River Mersey Shropshire Union Canal</p>

<p>End Points:</p>	<p>The Nile was important for the Ancient Egyptians for food, transport, and reeds.</p> <p>We know about Ancient Egyptian life because of evidence from the pyramids and communications, including hieroglyphics.</p> <p>Egyptians believed in the afterlife they mummified bodies.</p> <p>Ancient Egyptians wrote in hieroglyphics.</p> <p>Pharaohs and the rich had large and comfortable homes. Many of the poor worked on the land or building tombs.</p> <p>The Rosetta Stone was used to translate hieroglyphics - which is why we know so much about them.</p> <p>Many men ruled, only a few important positions were given to women.</p> <p>Tutankhamun was a boy King who died young. His tomb was left untouched with all of his treasures.</p>	<p>Romans left Britain around AD410.</p> <p>The Scots invaded from Ireland to Northern Britain - this is now called Scotland.</p> <p>Anglo Saxons invaded Britain from Northern Europe and they settled by Rivers and Seas.</p> <p>Names of local towns came from Anglo-Saxon settlements (Eastham).</p> <p>Anglo Saxons were ruled by Kings. They were supported by important landowners and warlords. If people didn't own land they were slaves.</p> <p>The Vikings were largely from Denmark, Norway and Sweden and began to raid and invade land and settlements in England from the Anglo Saxons.</p> <p>Vikings were ruled by kings whose power depending on the success of conquests Not all Vikings were like this, some were farmers, fisherman and blacksmiths.</p> <p>King Alfred the Great fought the Vikings and divided land between the Vikings and the Anglo Saxons.</p>	<p>William the Conqueror, who was French,invaded England in 1066 and promised land in England to people in Europe.</p> <p>The Domesday Book was written by order of William The Conqueror - this is similar to a census.</p> <p>King John's reign began in 1199. King John made everybody pay high taxes and changed the rules often.</p> <p>The Magna Carta was made by his Barons which meant that everybody must follow the law including the king.</p> <p>In 1491 Henry VIII became King. He had 6 wives. He beheaded two; divorced two; one died and another survived. Henry VIII was desperate to have a son who would be his heir.</p> <p>He started the Church of England because the Catholic Church wouldn't let him divorce. Before this, England and Wales was mostly Catholic.</p> <p>Queen Victoria became Queen in 1837</p> <p>Queen Victoria led the British Empire and expanded it so that it was bigger and stronger than before by adding countries in Southern Africa.</p> <p>The trade system allowed more people to come to Britain, making British culture more diverse.</p>
<p>Locality</p>		<p>Why did Anglo-Saxons take over the Wirral and how do we know? Bromborough battle 957. Anglo Saxon <a href="#">Cheshire</a></p>	<p>Liverpool was established by King John. Cpaenhurst was listed in the domesday book.</p>
<p align="center"><b><u>Disciplinary Knowledge Year 3:</u></b></p> <p align="center"><b><u>Chronology, knowledge and understanding of History:</u></b></p>			

BC means before Christ and is used for the years before 0.  
AD means Anno Domini and can be used to show years from the year 1 AD.  
Use dates to refer to the passing of time

**Continuity and change (between periods):**

Change is brought about by advancements eg. travel, trade, materials.  
Describe changes in the periods being studied against one other time period studied. .

**Cause and Consequence:**

Identify possible reasons for and results of people's actions  
To identify an event and suggest why it came about.

**Using and Understanding interpretations and sources for evidence:**

Archaeological evidence can help us to find out about the past.  
Archeological evidence does not tell us all the answers or the emotions from the past.  
Make inferences and deductions from images of the past.  
Use primary and secondary sources  
Talk about the usefulness and accuracy of sources

**Concluding:**

Begin to make links between the children's lives today and the legacy of the historical period they are studying

**Disciplinary Knowledge Year 4:**

**Chronology, knowledge and understanding of History:**

Use historical terms BC/AD accurately  
Place historical periods studied and information about my topic on a timeline.  
Make comparisons and connections between different periods studied.

**Continuity and change (between periods):**

Identify what the situation was like before the change occurred.  
Comparing different periods of History and identifying changes and continuity across a variety of previously taught periods.  
Offer reasons for changes and continuity in different periods

**Cause and Consequence:**

Identify the consequences of events and the actions of people.  
Identify possible reasons for changes.

**Using and Understanding interpretations and sources for evidence:**

Asking questions about the bias of historical evidence  
Use a range of sources to construct knowledge of the past.  
Extract appropriate information from a historical sources.  
Interpret evidence in different ways.  
Make deductions from documents as well as concrete evidence eg pictures and artefacts

**Concluding:**

Reach conclusions that are substantiated by historical evidence.

Construct an answer using evidence to explain findings.

Year 5/6 Cycle 1

Ancient Maya  
Why did the Ancient Maya civilization last so long?  
**Societal Change**  
Empires and Civilizations

How did Crime and Punishment change since 1066?  
**Societal Change**  
Empires and Civilizations

History of Protest  
(a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)  
Do protests always mean change?  
**Societal Change**

The Maya were an ancient civilisation of people who lived in an area that used to be known as Mesoamerica.

The Maya people used a written language.

Maya were good at art, building structures including pyramids, and maths.

The Mayans lived in cities.

There was a big divide between the nobles and the commoners.

Men and women performed different tasks: mostly men would produce and farm the food but women would prepare it.

The Mayans invented the concept of zero.

The Mayans knew about stars and planets, their astronomy was very accurate which helped them make calendars.

Ancient Maya started to decline around 800 AD due to several factors including drought and overpopulation.

Maya was hard for the Spanish to conquer. This was because Maya did not have a central government and the Spanish had to take over each city once at a time.

Hue and cry was the main method for identifying crimes in and around 1066.

The Normans brought in Trial by Combat where you could fight your accuser to prove your innocence.

Following the Magna Carta, only the rich had a right to a fair trial. Slaves did not.

In Tudor times, there was no police force. Often in smaller towns and villages, preventing crime was left up to the people.

The laws were strict and people believed if a criminal's punishment was painful enough, then it would stop others from doing it as well

Between the 15th Century and 18th Century many women were accused of being a witch and were killed because of this.

In 1829, a politician called Sir Robert Peel introduced the first English police force.

For the first time in history, prisons became the main form of punishment in this period.

Protests have happened over time where people would think something is unjust to ask/force a change in attitudes and beliefs.

The Peasants' Revolt occurred in 1381 to get better rights for poor people. It was not successful but encouraged further protests.

The Luddites protested in 1812 about new machinery taking their jobs. This was a non-peaceful protest. It was not successful.

In 1913 The Suffragettes fought for women's rights to vote. They were fully successful in 1928.

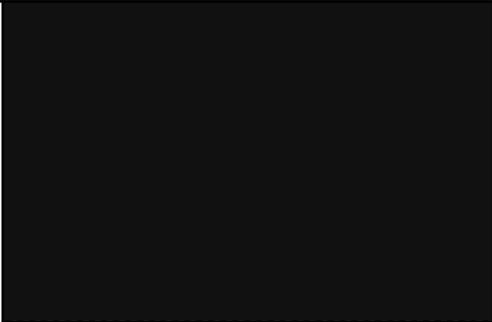
The Civil Rights movement of Martin Luther King and Rosa Parks in America influenced civil rights in the UK.

Harvey Milk led the promotion of the Gay Pride flag and that this led to LGBT+ equality in Britain.

Greta Thunberg led a climate strike in 2019 and young people across Britain and the world joined in to actively ask for change.

Locality		Local crime and punishment - Chester, Liverpool	N/A
Year 5/6 Cycle 2	<p style="text-align: center;"><b>Ancient Greece</b> What have the Ancient Greeks taught us?</p> <p style="text-align: center;"><b>Societal Change</b> Empires and Civilizations</p> <hr/> <p>The Ancient Greeks lived between 700-480BC. The ancient Greeks lived in Polis.</p> <p>Different people had different rights in Greek society - it was a male led society. Only men could become Citizens.</p> <p>Greek Myths are stories based on the legends of heroes (Gods) who lived on Mount Olympus.</p> <p>Wealthy people lived in large towns and houses, the very rich had country homes whereas the poor worked on the land.</p> <p>The beginning of the Olympic games was not based on sport but on sacrifice.</p> <p>Greeks were the first people to vote and lived in a democratic society.</p> <p>The Ancient Greeks developed modern mathematics, sculpture, philosophy, science and medicine.</p>	<p style="text-align: center;"><b>Democracy - how have people gained rights?</b></p> <p style="text-align: center;"><b>Societal Change</b></p> <hr/> <p>The English civil war was fought between 1642-1651.</p> <p>The causes of the English civil war included opposition to the divine right of kings, ship tax and religious concerns.</p> <p>The war was fought between the royalists (supporters of the king) and parliamentarians (supporters of parliament).</p> <p>The two sides were led by Charles I and Oliver Cromwell.</p> <p>Charles I was executed 30th January 1649.</p> <p>Oliver Cromwell became lord protector and his failings in the position led to the monarchy being restored in 1660.</p> <p>In 1831, only 1% of the population could vote and these were all men..</p> <p>The impact of WW1 was a factor in promoting universal suffrage and women's rights.</p> <p>All people over the age of 18 who have British nationality can vote today.</p>	<p style="text-align: center;"><b>The local area at war - how did WWII affect people in our local area?</b></p> <p style="text-align: center;"><b>Settlement and Invasion</b> Empires and Civilizations History of our Locality</p> <hr/> <p>World War 1 was a conflict between two groups, the triple entente and the triple alliance.</p> <p>World War 1 was a stalemate which caused trench warfare.</p> <p>Joe Mercer was a footballer from Ellesmere Port who was wounded and taken prisoner into a prisoner of war camp in 1914</p> <p>Propaganda was used to deceive people about the war.</p> <p>World War 2 began because of the treaty of Versailles and the rise of Adolf Hitler to power.</p> <p>People in the local area were impacted in World War 2 by rationing, blitz, and evacuation.</p> <p>Liverpool was heavily bombed due to the amount of industry there.</p> <p>The role of women in society changed during the war</p>

Locality



The civil war was fought in and round the city of Chester.

Chester was controlled by the royalists and besieged by the parliamentarians.

Charles I watched his armies lose the battle of Rowton heath from the walls of chester

First hand stories from Ellesmere Port

Historical buildings in Ellesmere Port and Liverpool - Hooton Hall becoming a military hospital.

How Ellesmere Port was affected by the wars

**Disciplinary Knowledge Year 5:**

**Chronology, knowledge and understanding of History:**

Sequence events on a timeline, comparing where it fits in with previous studies.

Use relevant dates and terms eg. Era, Century, Decade

Begin to identify that a scale is needed for timelines

BCE and CE are alternatives to BC and AD

**Continuity and change (between periods):**

Compare and make connections between different contexts in the past.

Make links between main events, similarities and changes within and across different time periods.

Explain the reasons for change and continuity using the vocabulary and the terms of the period as well.

Analyse the reasons for changes and continuity.

**Cause and Consequence:**

Give reasons for historical events, the results of historical events, situations and changes.

Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

Explain the significance of events, people and developments.

Describe changes throughout time.

**Using and Understanding interpretations and sources of evidence:**

Recognise primary and secondary sources.

Use a range of sources to find out about a particular aspect of the past.

Describe how secondary sources are influenced by the beliefs, cultures and time period of the author.

Use a variety of sources to make inferences about a time period

Understand the more sources that there are, the more accurate the understanding of history.

**Concluding:**

Make comparisons between different times in history, selecting relevant sections of information and including this in a written response.

Make my own conclusions from exploring primary and secondary sources and use this information to back up my thinking.

**Disciplinary Knowledge Year 6:**

**Chronology, knowledge and understanding of History:**

Sequence events, people and historical periods on a timeline comparing one with another.  
Place historical periods studied and information about my topic on a timeline.  
Correctly scale and draw a timeline to show a period of history and place the context on a timeline.  
Be able to place BCE, BC, AD and CE dates in order

**Continuity and change (between periods):**

Compare and make connections between different contexts in the past.  
Make links between events and changes within and across different time periods/societies.  
Identify the reasons/key turning point for changes and continuity.  
Describe links between main events, similarities and changes within and across different periods.  
Analyse and present the reasons for continuity and change.

**Cause and consequence:**

Describe how one event can have multiple consequences that can impact on many countries and civilizations.  
Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.  
Explain the significance of events, people and developments.  
Describe changes over time and the impact of these over time.

**Using and Understanding interpretations and sources of evidence**

Use a range of primary and secondary sources to build a picture of the past.  
Identify bias in a source  
Identify the value of the source to historical enquiry  
Identify the limitations of sources.  
Compare and contrast the same event from different sources.  
Evaluate the usefulness of sources

**Concluding**

Suggest explanations for different versions of events.  
Identify how conclusions have been arrived at by linking sources.  
Address and devise historically valid questions and use sources to conclude an answer to these.  
Present an explanation of history from the sources.