

# Pottery Primary School: Subject Long-Term Plan: History

Cycle: A



KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>How am I making History?</b></p> <ul style="list-style-type: none"> <li>• Order three photographs correctly on a simple timeline.</li> <li>• Use the terms 'before' and 'after' when discussing their timelines.</li> <li>• Talk about three memories and place one of them on a timeline.</li> <li>• Explain why memories are special and name four events that they celebrate throughout the year.</li> <li>• Think of three ways they celebrate their birthday.</li> <li>• Ask a visitor one question about childhood in the past.</li> <li>• Know a similarity and a difference between childhood now and in the past.</li> <li>• Add three ideas to a time capsule about themselves.</li> <li>• Use key vocabulary to compare the present, the past and possible changes in the future.</li> </ul>		<p><b>How did we learn to fly?</b></p> <ul style="list-style-type: none"> <li>• Identify important events surrounding the history of flight.</li> <li>• Explain how a significant event has changed the lives of others.</li> <li>• Ask questions about people and events in the past.</li> <li>• Use primary sources to find out about people and events in the past.</li> <li>• Correctly order five events on a timeline.</li> </ul>		<p><b>How have explorers changed the world?</b></p> <ul style="list-style-type: none"> <li>• Explain what explorers do</li> <li>• Name equipment or transport an explorer would need.</li> <li>• Sequence four photographs from different periods of time.</li> <li>• Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).</li> <li>• Identify where they travelled and write a sentence about the achievements of one explorer.</li> <li>• Select the most important events in a historical story.</li> <li>• Sequence events on a timeline and use this to retell the story.</li> <li>• Describe what they can see in a photograph.</li> <li>• Make inferences about what a person in an image could be saying and ask questions to further their understanding.</li> <li>• Recall information about past and presentation exploration.</li> <li>• Understand events in relation to the present day and compare how exploration has changed over time.</li> <li>• Describe how an explorer is significant and how they impacted events or people's ideas.</li> </ul>	



- Present significant people using a coat of arms.

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Cycle: B

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	<p><b>How was school different in the past?</b></p> <ul style="list-style-type: none"> <li>• Correctly order and date four photographs on a timeline and add some dates.</li> <li>• Ask one question about schools in the past.</li> <li>• Make one comparison between schools in the past and present.</li> <li>• Use sources to research and develop an understanding of what schools were like 100 years ago.</li> <li>• Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.</li> <li>• Recognise two similarities and two differences between</li> </ul>		<p><b>How have toys changed?</b></p> <ul style="list-style-type: none"> <li>• Discuss their favourite toy using language related to the past.</li> <li>• Ask questions about toys in the past.</li> <li>• Make comparisons between toys in the past and present.</li> <li>• Sequence artefacts from different periods of time.</li> <li>• Identify changes between teddy bears today and those from 100 years ago.</li> <li>• Describe how toys have changed over time.</li> </ul>		<p><b>What is a monarch?</b></p> <ul style="list-style-type: none"> <li>• Recall that a monarch is a king or queen.</li> <li>• Explain that recent monarchs in the UK do not have the power to make decisions alone.</li> <li>• Identify some of the monarch's roles.</li> <li>• Explain that a king or queen is crowned in a special ceremony called a coronation.</li> <li>• Name some of the main steps in the coronation ceremony.</li> <li>• Explain the use of special objects in the coronation.</li> <li>• Use sources to explain how William the Conqueror became King of England.</li> <li>• Know that monarchs in the past had all the power to make decisions.</li> </ul>	

schools now and schools in the past.

- State whether they would have preferred to go to school in the past or not and explain why.

- Explain how William the Conqueror kept order and conquered England.
- Identify the two different types of castle built by the Normans.
- Compare the similarities and differences between Norman castles.
- Identify features of Norman castles.
- Explain how castles have changed over time.
- Recognise that we still have castles today.
- Sequence castles on a timeline.
- Describe characteristics of the monarchy in the past.
- Identify that the monarchy has changed over time.
- Make comparisons between past and present monarchy.