

Primary Phase Long Term Plan

History



William Hulme's Grammar School
The best in everyone™
Part of United Learning

Curriculum Overview

The History Curriculum at William Hulme's Grammar School provides children with the opportunity to build an understanding of periods in the past that have impacted on the way the world is today.

There are **six key principles** that shape our curriculum intent in history, these are:

Entitlement- every pupil has the right to learn all aspects of the curriculum.

Coherence- learning is built upon term by term, as well as year-on-year.

Adaptability- our curriculum is adapted, where necessary, to suit the needs or interests of our pupils.

Representation- a diverse and inclusive curriculum is provided, in which pupils see themselves.

Mastery- providing depth to learning.

Education with Character- opportunities to nurture pupils Spiritual, Moral, Social, Cultural (SMSC) needs are created- where possible.

Running through our coherent curriculum are **three vertical concepts** that enable children to make connections between topics, developing their ability to work like a historian. These concepts are: **Quest for Knowledge, Power, Empire & Democracy and Community & Family**. Each topic also includes both **substantive and disciplinary knowledge** that will be built upon in subsequent year groups. In most cases, in-depth study derives from a Learning Question; pupils will build knowledge on this subject and at the start and end of the unit. In Key Stage 1, children will build strong foundations in their conceptual understanding and in Key Stage 2, they will build on this knowledge chronologically enabling them to draw on their awareness of the past to explain the time period of focus. At William Hulme's Grammar School, we promote the local area through the teaching of history. This will be done through the teaching of local history units and links to local history are made wherever possible.

The United Learning Curriculum for History is based on the National Curriculum for History (2014), and this is taken as a minimum entitlement for learners in United Learning schools. The suggested topics are laid out in the curriculum map below.

Vertical Concept Overview

Vertical Concept	Key Questions/Definition	Units
Community & Family	What is life like for people in different societies? How are these societies structured? How are family and community relationships different in different historical contexts?	Year 1: My Family History Year 1: History of Transport Year 2: Our Community-Whalley Range Year 3: Prehistoric Britain Year 5: Ancient Rome Year 6: Viking Age
Power, Empire & Democracy	Who holds power, and what does this mean for different people in the civilisations? How is power wielded and legitimised? How are people's rights different in different historical contexts?	Year 2: The Great Fire of London Year 3: Ancient Egypt Year 3: Ancient Greece Year 4: Local History Year 5: Roman Empire in Britain Year 6: Power, Empire and Democracy
Quest for Knowledge	How do people understand the world around them? What is believed; what is known; what scientific and technological developments are made at the time? How is knowledge stored and shared?	Year 1: Homes Through Time Year 2: Explorers Sacagawea and Michael Collins Year 4: Ancient Maya Year 4: Early Islamic Civilisation Year 5: Quest for Knowledge Year 6: Settlement by Anglo-Saxons

Commented [JF1]: Quick formatting change
Bold year group, colon instead

Early Years

	Nursery	Reception	Assessment
Autumn Term	<p>Unit: Marvellous Me/ It's getting cold outside</p> <p>Area of Learning: Understanding the World</p> <p>Overview:</p> <ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Continue to develop positive attitudes about the differences between people. 	<p>Unit Me and my World/ My Heroes</p> <p>Area of Learning: Understanding the World</p> <p>Overview:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> • Individual and group observations • Activity (Have a go Hedgehog) • VIP (Focused assessment of specific child/children) • Formative assessment through daily observation of the children's independent play, daily interaction and questioning.

	Nursery	Reception	Assessment
Spring Term	<p>Unit: On the Move/ On the farm</p> <p>Area of Learning: Understanding the World</p> <p>Overview:</p> <ul style="list-style-type: none"> • Explore different types of transport making connections on how different transport is powered. 	<p>Unit: Castles, Knights and Dragons</p> <p>Area of Learning: Understanding the World</p> <p>Overview:</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Know some similarities and differences between things in the past and now. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Individual and group observations • Activity (Have a go Hedgehog) • VIP (Focused assessment of specific child/children) • Formative assessment through daily observation of the children's independent play, daily interaction and questioning.

	Nursery	Reception	Assessment
Summer Term	<p>Unit: Once Upon a Time/ All creatures great and small</p> <p>Area of Learning: Understanding the World</p> <p>Overview:</p> <ul style="list-style-type: none"> • Discuss fairy tale stories, understanding that they happened in the past. 	<p>Unit: Where we Live</p> <p>Area of Learning: Understanding the World</p> <p>Overview:</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> • Individual and group observations • Activity (Have a go Hedgehog) • VIP (Focused assessment of specific child/children) • Formative assessment through daily observation of the children's independent play, daily interaction and questioning.

Key Stage One

	Year 1	Year 2	Assessment
Autumn Term	<p>Unit: My Family History</p> <p>Vertical Concept: Community & Family</p> <p>Key Question: What is my family history?</p> <p>Overview:</p> <ul style="list-style-type: none"> An introduction to living memory. Learn the discipline of history with my family tree. Discuss how schools, toys and the way we communicate have changed over time. 	<p>Unit: Our Community-Whalley Range.</p> <p>Vertical Concept: Community & Family</p> <p>Key Question: How has my community changed over time?</p> <p>Overview:</p> <ul style="list-style-type: none"> Looking at our local area to see what has changed over time. Understanding the difference between primary and secondary sources. Looking at sources for clues to compare how old things are. Comparing sources from the past and present e.g. school equipment and buildings. 	<ul style="list-style-type: none"> Low stakes pre and post learning quiz via Microsoft Forms. Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks. Students will be able to sort and discuss which images are from the past and present.

Commented [JF2]: In each assessment box, please write if there is a specific outcome for each year group.
E.g.
Year 4 will use their historical skills and knowledge to write a persuasive letter etc
This will be assess through self and peer feedback, as well as teacher assessment.

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	Year 1	Year 2	Assessment
Spring Term	<p>Unit: History of Transport</p> <p>Vertical Concept: Community & Family</p> <p>Key Question: How has transport changed over time?</p> <p>Overview:</p> <ul style="list-style-type: none"> The development of transport by land, sea, air and space. The roles of key individuals. 	<p>Unit: The Great Fire of London</p> <p>Vertical Concept: Power, Empire & Democracy</p> <p>Key Question: Why do we call the Great Fire of London 'great'?</p> <p>Overview:</p> <ul style="list-style-type: none"> Life in London 1660s The causes and effects of the Great Fire of London. Analysis of primary and secondary sources like artefacts, images and texts – such as Samuel Pepys' diary. 	<ul style="list-style-type: none"> Low stakes pre and post learning quiz via Microsoft Forms. Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks. Year 2 - Written answer to question Why do we call the <i>Great Fire of London</i> 'great'?

	Year 1	Year 2	Assessment
Summer Term	<p>Unit: Homes Through Time</p> <p>Vertical Concept: Quest for Knowledge</p> <p>Key Question: Why did people's homes look different at different points in the past?</p> <p>Overview:</p> <ul style="list-style-type: none"> Comparisons made between homes Victorian times, Tudor period and the homes we live in now. Discuss how people lived differently than we do today. 	<p>Unit: Explorers Sacagawea and Michael Collins</p> <p>Vertical Concept: Quest for Knowledge</p> <p>Key Question: How was Sacagawea similar to Michael Collins?</p> <p>Overview:</p> <ul style="list-style-type: none"> Learn about who Sacagawea was. Learn about who Michael Collins was. Compare both the similarities and differences between the lives of Sacagawea and Michael Collins. 	<ul style="list-style-type: none"> Low stakes pre and post learning quiz via Microsoft Forms. Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks. Year 1 - Students will be able to discuss what is different between houses from various points in history

Lower Key Stage Two

	Year 3	Year 4	Assessment
Autumn Term	<p>Unit: Prehistoric Britain (European History)</p> <p>Vertical Concept: Community & Family</p> <p>Key Question: How was life in prehistoric Britain different to life today?</p> <p>Overview:</p> <ul style="list-style-type: none"> Learn about prehistoric Britain is split into Stone Age, Bronze Age and Iron Age. Compare the lives of hunter-gatherers' communities and early farming communities. Learn how food, housing and communities changed during this time. Discussion of how artifacts help us understand beliefs. 	<p>Unit: Ancient Maya (North American History)</p> <p>Vertical Concept: Quest for Knowledge</p> <p>Key Question: How was life similar and different for Ancient Maya and Greeks?</p> <p>Overview:</p> <ul style="list-style-type: none"> Learn about where Ancient Maya was and when it was. Comparing the belief systems and rulers of Ancient Maya, Ancient Greece and Ancient Egypt. Learn about the developments made by the Ancient Mayans. 	<ul style="list-style-type: none"> Low stakes pre and post learning quiz via Microsoft Forms. Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks. Year 3 – Written evaluation of the change between Stone Age to Iron Age Britain. Year 4 – Written letter to describe the difference between Ancient Maya and other civilisations.

	Year 3	Year 4	Assessment
Spring Term	<p>Unit: Ancient Egypt (African History)</p> <p>Vertical Concept: Power, Empire & Democracy</p> <p>Key Question: Why were Pharaohs so powerful?</p> <p>Overview:</p> <ul style="list-style-type: none"> The importance of the River Nile. Learn about who and how Ancient Egypt was ruled. What was the belief system in Ancient Egypt and how do we know? 	<p>Unit: Early Islamic Civilisation (Asian History)</p> <p>Vertical Concept: Quest for Knowledge</p> <p>Key Question: What did the early Islamic civilisations do for us?</p> <p>Overview:</p> <ul style="list-style-type: none"> Look at links between the founding of Islam by the prophet Muhammad and the Early Islamic Civilisation. Learn about the house of wisdom. Explore the contributions Islamic scholars made to science, maths, medicine and technology. 	<ul style="list-style-type: none"> Low stakes pre and post learning quiz via Microsoft Forms. Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks. Year 4 – Written letter about your opinions about learning about Ancient Islamic Civilisation.

	Year 3	Year 4	Assessment
Summer Term	<p>Unit: Ancient Greece (European History)</p> <p>Vertical Concept: Power, Empire & Democracy</p> <p>Key Question: How are our lives influenced by the Ancient Greeks?</p>	<p>Unit: Emmeline Pankhurst (European History)</p> <p>Vertical Concept: Power, Empire & Democracy</p> <p>Key Question: Why is Emmeline Pankhurst famous today?</p>	<ul style="list-style-type: none"> Low stakes pre and post learning quiz via Microsoft Forms. Formative assessments during every lesson include:

Summer Term	<p>Overview:</p> <ul style="list-style-type: none"> • Learn about how Ancient Greece was governed. • The role of Democracy in Ancient Greece. • Comparing different city-states and how this influenced identity. • How Ancient Greece has influenced us today. 	<p>Overview:</p> <ul style="list-style-type: none"> • To explore the life of the local historical figure, Emmeline Pankhurst. • Learn about when EP lived and who she was. • Investigate why she is famous and the impact she had during Women's rights. 	<ul style="list-style-type: none"> • Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks. • Year 3 – Discuss how the Ancient Greek discoveries are important to us today. • Year 4 – Create an information leaflet about Emmeline Pankhurst.
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Upper Key Stage Two

	Year 5	Year 6	Assessment
Autumn Term	<p>Unit: Ancient Rome (European History)</p> <p>Vertical Concept: Community & Family</p> <p>Key Question: How did Ancient Rome change over time?</p> <p>Overview:</p> <ul style="list-style-type: none"> To learn when the Ancient Roman Empire was and how it changed over time. To examine Roman religion and beliefs. To investigate how the changes in Ancient Rome affected people differently. 	<p>Unit: Settlement by Anglo-Saxons (European History)</p> <p>Vertical Concept: Quest for Knowledge</p> <p>Key Question: What can we learn about the Anglo-Saxons from what we see today?</p> <p>Overview:</p> <ul style="list-style-type: none"> To learn who the Anglo-Saxons were and when they lived. Understand how discoveries like Sutton Hoo teach us about Anglo-Saxon life. To investigate how Anglo-Saxon beliefs changed and how they influenced and were influenced by other groups. 	<ul style="list-style-type: none"> Low stakes pre and post learning quiz via Microsoft Forms. Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks. Year 5 – Written piece on how Rome changed over time.

	Year 5	Year 6	Assessment
Spring Term	<p>Unit: Roman Empire in Britain (European History)</p> <p>Vertical Concept: Power, Empire & Democracy</p> <p>Key Question: How did the Romans keep control of Britain?</p> <p>Overview:</p> <ul style="list-style-type: none"> To learn that Julius Caesar unsuccessfully tried to conquer Britain. To learn that Claudius successfully conquered Britain in AD43. To explore how Romans maintained power and the difficulties they had. Compare the similarities and differences of culture, food and religion between Romans and Britons. 	<p>Unit: Viking Age (European History)</p> <p>Vertical Concept: Community & Family</p> <p>Key Question: Why do the Vikings have a violent reputation, and do they deserve it?</p> <p>Overview:</p> <ul style="list-style-type: none"> To understand who the Vikings were and what they believed. To investigate how Vikings interacted with other groups through, trade, invasions and settlements. To assess and debate whether the Vikings deserve their violent reputation. 	<ul style="list-style-type: none"> Low stakes pre and post learning quiz via Microsoft Forms. Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks. Year 5 – Discuss what was most and least important for the Roman Empire to keep power.

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	<p>Unit: Quest for Knowledge (Global History)</p> <p>Vertical Concept: Quest for Knowledge</p> <p>Key Question: How has our knowledge of the world around us changed over time?</p> <p>Overview:</p> <ul style="list-style-type: none"> • Explore a range of civilisations across the world and time. • Learn about the first homosapiens and earliest civilisations. • Learn about time before the 'modern world' • Investigate the scientific revolution to explain how knowledge was developed and shared. 	<p>Unit: Power, Empire and Democracy</p> <p>Vertical Concept: Power, Empire & Democracy</p> <p>Key Question: How have people's rights changed over time?</p> <p>Overview:</p> <ul style="list-style-type: none"> • To know how the British Empire was formed, maintained and its eventual decline. • To explore the arrival of the Windrush generation and investigate their experiences of racial discrimination. • To evaluate the influence this had on the British civil rights movement then and today. 	<ul style="list-style-type: none"> • Low stakes pre and post learning quiz via Microsoft Forms. • Formative assessments during every lesson include: • Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.
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Useful Resources for Supporting Your Child at Home:	Homework ideas:
<ul style="list-style-type: none"> • BBC Bitesize – History • British Museum Virtual tours • Historic Royal Palaces website – Learning at home 	<ul style="list-style-type: none"> • Create a timeline for your current topic and prior topics. • Write a story set during the period you are learning about. • Create some artwork based on your current topic. • Make an information poster/leaflet about your current topic. • Make a video of you explaining your learning for others.