



The Elms Primary School

Long Term Plan 2024-25

SUBJECT: HISTORY

Vision: For children to be inspired by actions and events from the past, understand how these different historical time-frames relate to each other, and the impact and legacy of the lives of people from these eras on their own existence today.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pre-School	<p><u>Who am I?</u> The children begin to make sense of their own life-story.</p> <ul style="list-style-type: none"> What did I look like as a baby? How do I look different now? Where do I live? What is my home like? 	<p><u>Who is part of my family?</u> The children begin to make sense of their own family's history.</p> <ul style="list-style-type: none"> Who is in my family? What do my family members look like? Who is on my family tree? Who are my friends? What jobs do my family do? 			<p><u>What special things have happened to me and my family?</u> The children begin to make sense of their own life-story and family's history.</p> <ul style="list-style-type: none"> What do we celebrate? Have we moved house? What did our parents celebrate before we were born? Where have we been on holiday? When is my birthday? 	
Key Vocabulary	Before, Now, Change, Family, Different, Same, Live	Family tree, Jobs, Photograph, Friendship, Family			Move, Celebrate, Religion, History, Objects, Map	
SMSC	<ul style="list-style-type: none"> further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures encourage respect for other people an understanding of the importance of identifying and combatting discrimination 	<p>Develop an understanding of changes</p> <ul style="list-style-type: none"> further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures encourage respect for other people an understanding of the importance of identifying and combatting discrimination 			<ul style="list-style-type: none"> further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures encourage respect for other people an understanding of the importance of identifying and combatting discrimination 	
Reception	<p><u>How are my toys different to my grandparents'?</u> The children comment on images of familiar situations in the past. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> What is the timeline of my life? How have I changed? How have my toys changed? What did my parents look like when they were little? What did my parents' toys look like? How are the toys different now? 	<p><u>How has the way nurses look after us changed?</u> The children comment on images of familiar situations in the past and talk about the lives of people around them and their roles in society.</p> <ul style="list-style-type: none"> Who help us? What do nurses do? Who were the first nurses? What was life like for Mary Seacole and Florence Nightingale? How were ambulances different? How are nurses different to those in the past? 			<p><u>What can we learn from stories set in the past?</u> The children compare and contrast characters from stories, including figures from the past. They begin to understand the past through settings, characters and events encountered in books read in class and storytelling .</p> <ul style="list-style-type: none"> Which are our favourite stories? For each book set in the past (choose 4): <ul style="list-style-type: none"> When is the story/book set? Where is the story/book set? What are the characters wearing? What objects do the characters use? What happens in the story/book? How are the characters similar/different to us? What can we learn about the past from this book? 	
Key Vocabulary	Past, Present, Change, Timeline, Growing, Old, New, Queen, Toys, Photograph	Nurse, War, Job, Vehicle, Objects, Then, Now, Past, Present, Country			Past, Moving, Knights, Princes, Princesses, Country, Long ago, Clothes, Different, Same	
<ul style="list-style-type: none"> SMSC 	<ul style="list-style-type: none"> Develop an understanding of changes Enable children to gain an understanding of other family settings Encourage understanding different families 	<ul style="list-style-type: none"> Encourage a respect of people who help others and how that can impact on the children Develop an understanding of changes Enable children to gain an understanding of other family settings Encourage understanding different families 			<ul style="list-style-type: none"> Encourage a respect of people who help others and how that can impact on the children Develop an understanding of changes Enable children to gain an understanding of other family settings Encourage understanding different families 	



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<p>Year 1</p>	<p><u>Who was Lord Berners and why is he important to Faringdon?</u> (Taught in term 1) The children learn about significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> • What makes Faringdon special? • Where can we find out about Faringdon's past? • Who is Lord Berners? • What did Lord Berners create? • What did Lord Berners do in Faringdon? • What signs of Lord Berner's influence can we see around Faringdon? 	<p><u>What was the 'giant leap for mankind'?</u> (Taught in term 4) The children learn about changes within living memory, revealing aspects of change in national life.</p> <ul style="list-style-type: none"> • What is space and why do people travel there? • What went into space first? • What happened on the 20th July 1969? • What is life like in space and how has it changed? • How has space travel changed and what will happen next? 	<p><u>How do we know so much about the dinosaurs?</u> (Taught in term 5) The children learn about the lives of significant individuals in the past who have contributed to national achievements.</p> <ul style="list-style-type: none"> • What do we know about the dinosaurs? • Who is Mary Anning? • What did Mary Anning find? • How did these discoveries change how people think? • What did William Buckland discover from a quarry in Stonesfield and why was it important? • What was discovered in Swindon? • Why should we remember Mary Anning and other palaeontologists? • What is being found today?
<p>Key Vocabulary</p>	<p>Lord, Town, Influence, Buildings, Change, Historians, Local, Folly Tower, Composer, Artist, Eccentric, Identity</p>	<p>Power, Space, Travel, Effect, Change, Space Race, News, Film, Footage, Astronauts</p>	<p>Gender, Class, Poor, Opinion, Dinosaurs, Fossils, Attitudes, Beliefs, Discovery, Palaeontology, Bones</p>
<p>SMSC</p>	<ul style="list-style-type: none"> • encourage respect for other people • an understanding of the importance of important people in the local area 	<ul style="list-style-type: none"> • encourage respect for other people • Encourage an understanding of tolerance and diversity 	<ul style="list-style-type: none"> • encourage respect for other people • Encourage an understanding of tolerance and diversity
<p>Cultural capital</p>			<p>Dinosaur museum Pitt Rivers</p>
<p>Year 2</p>	<p><u>How were the lives of Queen Elizabeth I and Queen Elizabeth II different?</u> (taught in term 1) The children learn about the lives of significant individuals in the past who have contributed to national achievements.</p> <ul style="list-style-type: none"> • Who was Queen Elizabeth I and what was life like for her? • What happened in her life and what did she celebrate? • Who was Queen Elizabeth II and what was life like for her? • What happened in her life and what did she celebrate? • How are the two queens similar and different? • What will the two queens be remembered for? 	<p><u>What can we learn from the Great Fire of London?</u> (Taught in term 3) The children learn about events beyond living memory that are significant nationally.</p> <ul style="list-style-type: none"> • What was London like before the fire? • What happened during the Fire? • How do we know about the Great Fire of London? • Why did the fire stop? • What was London like after the fire? • How has the Great Fire changed our lives? 	<p><u>What changes were made by people who stood up for what they believe in?</u> (Taught in term 6) The children learn about the lives of significant individuals in the past who have contributed to international achievements.</p> <ul style="list-style-type: none"> • Which figures in history have stood up for what they believe in? • What happened to Rosa Parks? • What impact has Rosa Parks had on people's lives? • What has happened in Greta Thunberg's life so far? • What impact has Greta Thunberg had on our world? • How are the lives of Rosa and Greta similar and different?
<p>Key Vocabulary</p>	<p>Queen, Monarch, Power, War, Similar, Different, Religion, Gender, Woman, Life, Celebrate</p>	<p>City, Diary, Artefacts, Primary sources, Artefacts, Secondary sources, Mayor, Fire, Charity</p>	<p>Race, Equality, Impact, Beliefs, Dreams, Figures, Speech, Marches, Protest, Opinions</p>
<p>SMSC</p>	<ul style="list-style-type: none"> • enable students to acquire a broad general knowledge of and respect for 	<ul style="list-style-type: none"> • enable students to acquire a broad general knowledge of and respect for public institutions and services in England 	<ul style="list-style-type: none"> • Encourage a respect of people who help others and how that can impact on the children • Develop an understanding of changes



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	public institutions and services in England		<ul style="list-style-type: none"> • Enable children to gain an understanding of other family settings • Encourage understanding different families
Cultural capital		<p>Fire Brigade Visits</p> <p>Trunk Theatre performance</p>	
Year 3	<p><u>How did life change in Britain during the Stone Age and Iron Age?</u> (Taught in term 1)</p> <p>The children learn about the changes in Britain from the Stone Age to Iron Age.</p> <ul style="list-style-type: none"> • When were the Stone Age and the Iron Age? • How did life change from the Stone Age to the Iron Age? • What were Stone Age and Iron Age settlements like? • What did people eat in the Stone Age and Iron Age? • Who were the Beaker People? • How have people's lives from this time shaped this nation? How do they compare to our lives today? 	<p><u>How do we know so much about the Ancient Egyptians?</u> (Taught in terms 3 and 4)</p> <p>The children learn about the achievements of the earliest civilizations (Ancient Sumer; Indus Valley; Shang Dynasty and Ancient Egypt) – an overview of where and when all of these first civilizations appeared - followed by an in-depth study of Ancient Egypt.</p> <ul style="list-style-type: none"> • When, where and who were the Ancient Egyptians? (2 lessons) • What do we know about the Ancient Egyptians, and how was this knowledge obtained? (3 lessons, Howard Carter focus.) • How can evidence help us interpret this period? • What was daily life like for Ancient Egyptians? (2 lessons; homes/work and food) • How did the Ancient Egyptians create written records? • What rituals and beliefs did the Ancient Egyptians have? (Part 1; gods and religion) • What rituals and beliefs did the Ancient Egyptians have? (Part 2; mummification) 	<p>Geography unit taught in term 5 and 6.</p>
Key Vocabulary	BC, AD, archaeologist, cave, spear, hide, flint, chronological, timeline	Amulet, afterlife, hieroglyphics, mummification, papyrus, pharaoh, pyramid, ritual, sphynx, temple, tomb, tutankhamun	
SMSC	<ul style="list-style-type: none"> • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures • encourage respect for other people 	<ul style="list-style-type: none"> • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures • encourage respect for other people 	
Cultural capital	<ul style="list-style-type: none"> • Avebury 	<ul style="list-style-type: none"> • Ashmolean trip – Ancient Egyptians 	
Year 4	<ul style="list-style-type: none"> • <u>Geography unit taught in terms 1 & 2</u> 	<p><u>How did the Ancient Greeks affect the modern, western world?</u> (Taught in term 3 and 4)</p> <p>The children partake in a study of Ancient Greek life and achievements and their influence on the western world.</p> <ul style="list-style-type: none"> • Who were the Ancient Greeks and when did they live? • How has Britain and the world been influenced by the achievements of the Ancient Greeks? • What is democracy and where did it begin? • What are the origins of the Olympic games? • What were the key beliefs of the Ancient Greeks? • What are Greek myths and why are they still well known today? • Which sources have shaped our knowledge about the Ancient Greeks? • What comparisons can be made between the Romans and Ancient Greeks? 	<p><u>What was Roman Britain like?</u> (Taught in terms 4 and 5)</p> <p>The children learn about the Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> • Who were the Romans? What was the Roman Empire? • When did the Romans inhabit Britain? Who else lived there? • What equipment and tactics did Roman Soldiers use? • What was life like in the Roman Legions? • What technological innovations did the Romans bring to Britain? • How have people's lives from Roman times shaped this nation? • How has Britain been influenced by the Roman Empire?



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Key Vocabulary		Hoplite, Athenian, Spartan, Boule, Democracy, Persia, Olympics, Philosopher	Civilisation, Empire, Expansion, Dissolution, Conquer, Gladiator, Tortoise, BC/AD, Emperor, Toga, Mosaic, Villa, Invade, Revolt, Tribe, Legion
SMSC	<ul style="list-style-type: none"> further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures encourage respect for other people an understanding of the importance of identifying and combatting discrimination 	<ul style="list-style-type: none"> further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures encourage respect for other people an understanding of the importance of identifying and combatting discrimination Develop an understanding of democracy 	
Cultural capital			
Year 5	<p><u>Why were the Maya so successful?</u> (Taught in term 1 & 2, sandwiched by Geography)</p> <p>The children partake in a study of Maya civilisation.</p> <ul style="list-style-type: none"> When, where and who were the Maya? What made the Maya so successful? How do we know about the Maya? How were the Maya ruled? How did the Maya write? What happened at the end of the Maya civilisation? 	<p><u>How did the Anglo Saxons and Vikings change Britain?</u> (Taught in terms 4 and 5)</p> <p>The children learn about Britain's settlement by Anglo-Saxons and Scots, and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> When did the Anglo-Saxons live and how does this time period compare to previously studied times ? Who were the Anglo-Saxons and why did they invade? How was Anglo Saxon Britain organised? What were Saxon's daily lives like? What were Saxon religious beliefs? How did Saxons keep records? What impact did Viking arrival have on Lindisfarne and wider Britain? What did Vikings believe? How was it similar and different from Saxon religion? What was daily life like for Vikings? What was the Danegeld and how was it established? How did the Anglo Saxons and Vikings change Britain? 	
Key Vocabulary	Drought, ritual, civilisation, scribes, codices, maize, monotheism, polytheism	Peasantry, parliament, danegeld, exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, wergild	
SMSC	<ul style="list-style-type: none"> further tolerance and harmony between different cultural traditions 	<ul style="list-style-type: none"> further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures 	



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	<p>by enabling students to acquire an appreciation of and respect for their own and other cultures</p> <ul style="list-style-type: none"> encourage respect for other people an understanding of the importance of identifying and combatting discrimination 	<ul style="list-style-type: none"> encourage respect for other people an understanding of the importance of identifying and combatting discrimination 			
Cultural capital		<ul style="list-style-type: none"> Hill End- Viking Experience Day 			
Year 6	<p>Why was World War 1 significant in British history? (Taught in terms 1 and 2) Children learn about World War One, the events leading to it, and how it affected the lives of different people during the war.</p> <ul style="list-style-type: none"> How did the British Empire affect the start of WW1? When was WW1 and how did it come about? What was life like for soldiers in the trenches during WW1? (2 lessons) What happened during The Battle of The Somme? What was life like for women, families and animals during WW1? What is 'propaganda' and how was it used in WW1? What was 'the Christmas truce'? How did the war end? What and when is 'remembrance'? What is the impact of WW1 on our lives today? 	Geography unit taught in terms 3 & 4		Geography unit taught in term 5	<p>How did the decades since 1950 shape Faringdon life? (term 6) Children learn about the changes to a local setting (Faringdon) over time.</p> <ul style="list-style-type: none"> What was life in Britain like in 1950? What was Faringdon like in 1950? How have the shops and businesses in Faringdon changed since 1950? How has education in Faringdon changed since 1950? How did people spend their free time in Faringdon in the past? How has this changed over time? How has Faringdon Grown and when did the growth occur?
Key Vocabulary	British Empire, propaganda, remembrance, armistice, trench warfare, alliance, truce, trenches, no man's land, periscope, duckboards, trench foot, pals battalion, invade.				Local, regional, settlement, demographic, change, development, expansion, society, business,
SMSC	<ul style="list-style-type: none"> encourage respect for other people encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely 				<ul style="list-style-type: none"> Develop an understanding of changes Enable children to gain an understanding of other family settings Encourage understanding different families
Cultural capital	Hill End WW1 trenches, remembrance				<ul style="list-style-type: none"> Local visits and visitors



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<p>Year 7</p>	<p><u>Intro to History</u></p> <ul style="list-style-type: none"> ▪ What is History? ▪ What is Chronology? What do historians use as evidence to find out about the past? ▪ What was it like in Medieval times? <p><u>Norman Conquest</u> <u>Causation – Explain why William won the Battle of Hastings</u></p> <ul style="list-style-type: none"> • Who should be King of England in 1066? • What were the strengths and weaknesses of England in 1066? • Why was 1066 a year of Crisis for Harold? • What happened at the Battle of Hastings? Why did William win? • What happened to Harold Godwinson at the Battle of Hastings? • Assessment - Why did William win the Battle of Hastings? • How did William consolidate his control over England between 1066 and 1087? · Castle Building · Feudal System · Domesday Book. • How did William deal with Rebellions against Norman Rule in England? • Did historian Marc Morris get it right about the significance of the Battle of Hastings? 	<p><u>Medieval power</u> <u>Judgment – Who was the best Plantagenet ruler?</u></p> <ul style="list-style-type: none"> • What were the roles and responsibilities of a Medieval King? • How effective was Henry II as King of England? • Why did Henry II and Becket argue? What were the consequences? • How effective was Richard I as King of England? • Why did Richard I go on Crusade? • How effective was John as King of England? What was Magna Carta and why was it so important? • How did Parliament develop in the medieval period? <p>Assessment – Henry II was the most effective of the Angevin Kings between 1154 and 1216. How far do you agree?</p>	<p><u>Medieval – Belief and Ordinary lives</u> <u>Narrative Account - Black Death</u></p> <ul style="list-style-type: none"> ▪ What were the key features of a medieval Village? ▪ What was the Peasants year like? ▪ Why was the church so important in Medieval England? ▪ Why were the remains of 10 people buried in a pit away from the church yard in Wharram Percy? ▪ What was life like in medieval Towns? ▪ How was work organized in a medieval town? ▪ What did medieval people think caused illness? Who treated the sick and how did they treat the sick? ▪ What did Medieval People think caused the plague and how? ▪ Assessment – Narrative account of the spread of Plague in England 	<p><u>War of the Roses/ Tudor England</u> <u>Change and continuity (explain the importance of...)</u></p> <p><u>FCC History department are in the process of writing this. Will get a copy when done.</u></p>	<p><u>Stuarts</u> <u>Interpretations</u></p> <p><u>FCC History department are in the process of writing this. Will get a copy when done.</u></p>	<p><u>Local History</u> <u>Source Utility</u></p> <p><u>FCC History department are in the process of writing this. Will get a copy when done.</u></p>
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Key Vocabulary	Heir, Witan, succession, Housecarl, Fyrd, alliance, harvest, Earl, Housecarl, knight, cavalry, crossbowman, archer, utility nature origin, purpose, feudal System, tenant in, Chief, knight, peasant Motte, Bailey, Castle, Donjon, holding, labour, service, cottars, Harrying of the North, significance, criteria, interpretation.	Monarch, heir, dynasty, succession, judge, Governor, manager, priest, knight, feudal System, Pope, reform, church, court, excommunicate, coronation, short term, long term, trigger, cause, Crusade, heir, justiciar, Pogrom, pilgrimage, reward, interdict, Magna Carta, rebellion, taxes, charter, rights, Witan, Parliament, noble, bishop, baron, commons, lords, houses, Westminster.	Croft, Toft, manor, mill, millpond, church, agricultural, prayer, pilgrimage, doom, painting, humour, miasma, herbal remedy, physician, apothecary, barber-surgeon, housewife, astrology, plague, Bubonic, Pneumonic, septicaemic			
SMSC						