



Reepham Church of England Primary School
Be Known. Be Loved. Belong.
Long Term Planning

School Vision: Be Known. Be Loved. Belong.
“Who you are is God’s gift to you. Who you become is your gift to God.”

Subject Intent:

Our History curriculum ensures that we develop children's curiosity, knowledge of the past, understanding of the present and historical skills like chronology, enquiry, and source analysis.

Spirituality in History

For us this means connecting children to the human experience of the past through exploring beliefs, cultures and perspectives that illustrate the awe and wonder of significant people and events. Our learning includes the reflections that arise from considering the lives and choices of people in history, helping pupils to develop empathy, a sense of purpose, and a greater appreciation for their own lives and the world around them.

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	<u>Autumn Term 1</u>	<u>Spring Term 1</u>	<u>Summer Term 1</u>
Year 1	<p style="text-align: center;"><u>Toys</u> <u>How have toys changed over the years?</u></p> <p>Explain what they know about toys today; Explain how we can find out about the past; describe features of different toys; Recognise old and new toys.; use words relating to the passing of time; Identify different sources we can use to find out about the past; ask and answer simple questions; compare two toys from different time periods, identifying similarities and differences; use words and phrases relating to the passing of time.</p>	<p style="text-align: center;"><u>The Great Fire of London</u> <u>What happened in London in September 1666?</u></p> <p>Increase their awareness of the past by learning about what London was like in the 17th century; compare life in the 17th century to the present day and consider some of the problems, such as the lack of an organised fire service and the types/construction of buildings, which caused the fire to spread; children create a timeline to investigate fire & causes, including the eyewitness Samuel Pepys, influence of King in fire management & rebuilding city eg: St Paul's.</p>	<p style="text-align: center;"><u>Holidays in the past</u> <u>How have seaside holidays changed over time?</u></p> <p>Compare and contrast holidays over 20th – 21st century re: primary evidence (photographs) & secondary evidence (books); learn how and why seaside holidays became popular eg: transport improvements and availability of trains and now cars; create a timeline to demonstrate learning about these changes; learn about Billy Butlin and the growth of holiday camps eg: Skegness and how clothes and entertainment have changed over time.</p>
Year 2	<p style="text-align: center;"><u>World War I</u> <u>What was it like during WWI?</u></p> <p>Explain the significance of Walter Tull in history and talk about his life; recall key facts about the First World War and the experiences of soldiers and animals in the trenches; use primary sources such as photographs to decide what are facts, what opinions can be formed from the evidence, and identify questions they have from studying them; explain the importance of women working on the Home Front during the First World War; talk about the significance of Remembrance Day, when it happens and why.</p>	<p style="text-align: center;"><u>Castles</u> <u>Who built castles and why were they built?</u></p> <p>Learn about the structure, location, features, purpose and place in the historical timeline of the castles built by the Normans eg: Lincoln Castle, Tattershall & Tower of London, and how these buildings impacted people's lives. Learn about life within a castle from titled families to commoners. Learn about an absolute monarch & the feudal system, including Richard II and the poll tax. Find out how the role of the Tower of London has changed over time. Visit to Tattershall to embed children's knowledge in a real life castle.</p>	<p style="text-align: center;"><u>Significant Explorers</u> <u>Why are some people remembered a 'significant'?</u></p> <p>Order reasons (in order of importance) why people might be considered significant; Compare ways we can find out about the recent past & also explorers long ago; use prompts to describe key events/achievements in lives of explorers studied (Neil Armstrong, Ibn Battuta, Matthew Henson, Felicity Aston) ; make some simple comparisons between explorations in recent & more distant past; talk about some ways we remember significant explorers, discuss how sometimes views about these people can change over time.</p>
Year 3	<p style="text-align: center;"><u>The Railway Revolution</u> <u>How did the railways change Britain?</u></p> <p>Development of the Railways in Great Britain giving the opportunity to find out about the history of the railways & significant early locomotives; investigate important historical events eg: the opening of the first passenger railway lines & Rainhill Trials; learn about some of the key people influential in the development of the railways; learn about the development of</p>	<p style="text-align: center;"><u>Ancient Egyptians</u> <u>What can we find out about Ancient Egypt from evidence that has survived?</u></p> <p>Learning to locate Egypt geographically; use of artefacts to learn about Ancient Egyptian life, culture and art; learn how the landscape of Egypt shaped the civilisation eg: uses of the Nile for transport, farming and trade; learn who was Tutankhamun and his importance in our understanding of Ancient Egypt, through</p>	<p style="text-align: center;"><u>Romans</u> <u>How do we know the Romans invaded Britain?</u></p> <p>The spread of the Roman Empire out of Italy; how Britain changed after the invasion and conquest in AD43 & the impact on daily life; look in detail at an aspect of the Roman occupation and the Romanisation of Britain eg: the building of a network of roads; Queen Boudicca of the Iceni tribe to explore British resistance to Roman rule & consider the rebellion from different</p>

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	locomotive technology & examine the differences between steam, diesel & electric locomotives; learn about the growth and development of the railway network in Britain & use geographical skills to map some key routes; debate the positive & negative effects of the railways on different aspects of society.	his mummification process & burial, artefacts and hieroglyphs; learn about everyday life in Ancient Egypt; consider the treatment of slaves and social hierarchy under an absolute monarchy.	perspectives; building of Hadrian's Wall (AD 122) learning about life in a Roman villa, understand how the Roman Empire influenced & shaped the world & the Romans' lasting legacy on modern 'Britain'.
Year 4	<p style="text-align: center;"><u>Anglo Saxons and Scots</u> <u>How did Britain change after the Roman army left?</u></p> <p>Anglo-Saxons and Scots teaches about - the invasions of the Scots and Anglo-Saxons in the 5th century; where the invading troops came from and where in Britain they managed to settle; investigating how life in Britain changed as a result; how the Anglo-Saxons influenced the English language (emphasis on the origins of some English place names) and examining/ analysing artefacts from the period to draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain; what life was like in a typical Anglo-Saxon village, what jobs people did and what the houses were like; the Pagan beliefs of the early Anglo-Saxons and learn about the many gods they worshipped; how and why the Anglo-Saxons were largely converted to Christianity by the early 7th century.</p>	<p style="text-align: center;"><u>Vikings</u> <u>Were all Vikings warriors?</u></p> <p>Learn about raids & invasions by Vikings in Anglo-Saxon Britain; who the Vikings were, where they came from, when & where & why they raided & settled; learn about significant events from the period and order these chronologically; learn about the Anglo-Saxon kings who ruled during the 'Viking Age' & examine their influence & significance in British history; learn about Anglo-Saxon justice system; compare & contrast crimes, punishments, laws with modern day equivalents; learn about aspects of everyday Viking life; explore types of Viking houses, clothes & food; know some key facts about most influential Anglo-Saxon kings & organise information about Viking and Anglo-Saxon kings on a timeline; describe in greater detail the influence & actions of some main Anglo-Saxon kings; explain concepts such as Danegeld and wergild; compare and contrast aspects of Anglo Saxon, Viking & modern day life e.g. religion, cultural traditions & crime and punishments.</p>	<p style="text-align: center;"><u>Crime & Punishment</u> <u>How did crime and punishment change over time?</u></p> <p>Develop chronological knowledge beyond 1066 through studying this aspect of social history; find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods; deepen their historical awareness and understanding of how our past is constructed through studying the famous highwayman Dick Turpin; reflect upon and evaluate what they have learnt in this unit, as well as comparing modern day crime prevention and detection methods with those from the past.</p>
Year 5	<p style="text-align: center;"><u>Ancient Greeks</u> <u>Who were the Ancient Greeks?</u></p> <p>Order a number of significant eras from Ancient Greek times on a timeline; learning how the Ancient Greek civilisation began and grew in the Mediterranean and beyond through trade; research and describe some key features of the everyday lives of people living in Ancient Greece; research and consider some similarities and differences between life in ancient Athens and life in ancient Sparta; consider the importance of their polytheistic religions</p>	<p style="text-align: center;"><u>Ancient Maya</u> <u>Why did the Maya civilisation rise and fall?</u></p> <p>Learn who the ancient Maya people were, their origins and where and when they lived; use maps and atlases to locate Maya city states and identify countries in Mesoamerica; learn about the religious beliefs and rituals of the ancient Maya people and find out about some of the many gods they worshipped; learn about the Maya number system, calendars, use of astrology and the Maya writing system (glyphs and codexes); learn about the</p>	<p style="text-align: center;"><u>Local History Study.</u> <u>How has national history been reflected locally?</u></p> <p>Study the origin of Lincoln as a city from the Roman settlement of the area and the importance of a Colonia; learn the importance of Lincoln for the Roman road network to the north (linking Londinium to Eboracum); learn how post-Roman Lincoln continued through the Saxon and Norman eras as an important site for a cathedral and castle; construct a timeline of the construction and development of Lincoln Cathedral and the</p>

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	<p>within their culture; answer questions by finding evidence from primary sources and further understanding of the differences between primary and secondary sources and their importance to historians; research and make comparisons between the modern and ancient Olympic Games and how Ancient Greek culture and art still influences modern life.</p>	<p>types of food eaten by the ancient Maya people, the significance of corn and chocolate, and the social hierarchy of the Ancient Maya; consider the invasion by the Spanish and reasons to explain the mystery over abandonment of the cities.</p>	<p>city's influence through key historical events eg: Battle of Lincoln and the Battle of Lincoln Fair; learn how significant Lincolnshire's role was in 20th century from the development of the tank to Bomber County in WWII; consider changes to Lincolnshire during 21st century - Rainbow Bellies.</p>
Year 6	<p style="text-align: center;"><u>World War II</u> <u>What was life like during WWII?</u></p> <p>When and why World War II began, find out about the key individuals & countries involved, discover evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Learn important facts about the Holocaust and investigate events that were key turning points in the war, e.g.: the Battle of Britain. Children will study the important role of Lincolnshire as Bomber County; recall some details about key events and how different people were affected by WWII.</p>	<p style="text-align: center;"><u>Leisure and Entertainment</u> <u>How did leisure and entertainment change during the 20th century?</u></p> <p>Develop their knowledge of modern British history and changes over time; think about the concept and impact of leisure and entertainment on society and people's everyday lives; learn about how changes to working hours, pay and legislation led to people's capacity to afford holidays, play sport, follow musical interests and develop leisure hobbies and pastimes; learn how technological advances have changed leisure time through access to music, a wider range of sport, films, television and gaming/internet and the use of phones; learn about holidays through primary and secondary sources e.g.: holiday camps and travel abroad; consider musical trends through the decades of the 20th century and the impact of films and television on society.</p>	<p style="text-align: center;"><u>Stone Age to Iron Age</u> <u>How did human civilisation begin to develop?</u></p> <p>Study of human life & technological advances from Stone Age (Palaeolithic, Mesolithic and Neolithic), through the Copper and Bronze Ages to the Iron Age eg: how tools changed during the Stone Age to make hunting more successful and how agriculture began and developed; agriculture; learn about how the Stone Age to Bronze Age period impacted on life in Britain; learn about how early man survived in a harsh environment eg: how shelter and homes developed from the Stone Age to the Iron Age; learn why Skara Brae was important for understanding life in the Stone Age in terms of artefacts as primary sources; how copper mining was crucial to the Bronze Age and the jobs linked to copper mining; consider why Stonehenge was built and how archaeologists and historians have changed opinions through evidence and debate; learn why Iron Age people developed hillforts for protection.</p>

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