

## History Long Term Plan Vertical Concepts 2021-22:

<p><b>EYFS</b></p>	<p><b>Power, empire &amp; democracy:</b> We can choose to join in with a bully or to tell a teacher</p>	<p><b>Quest for knowledge:</b> We go to school to learn new things</p>	<p><b>Community &amp; family:</b> My family live within our local community</p>
	<p><u>Autumn</u></p>	<p><u>Spring</u></p>	<p><u>Summer</u></p>
<p><b>Year 1</b></p>	<p><u>What was life like for people in the past?</u></p> <p><i>An introduction to the discipline of history with my family tree, and how schools, toys and the way we communicate have changed over time</i></p> <p><b>Community &amp; family:</b> My local community was different for families at different times in history.</p>	<p><u>How did people travel in the past?</u></p> <p><i>The development of transport by land, sea, air and space and the roles of key individuals</i></p> <p><b>Community &amp; family:</b> In the past, communities were smaller because people could not travel so far</p>	<p><u>Where did people live in the past?</u></p> <p><i>How homes looked different in the past, using pictures and videos</i></p> <p><b>Quest for knowledge:</b> It took a long time for the knowledge that we have today to develop</p>
<p><b>Year 2</b></p>	<p><b>Local history: community &amp; family</b></p> <p><i>Exploring how our community has changed over time through one lens like food or music</i></p>	<p><b>Great Fire of London</b></p> <p><i>Life in London 1660s, and the causes and effects of the Great Fire of London</i></p> <p><b>Power, empire &amp; democracy:</b> The King or Queen in England has power to make new rules or laws</p>	<p><b>Comparison of explorers</b></p> <p><i>The similarities and differences between the lives of Sacagawea and Michael Collins</i></p> <p><b>Community &amp; family:</b> People in history lived in communities that look different to ours today</p> <p><b>Quest for knowledge:</b> Sometimes it was the contributions of important individuals that were important in advancing our knowledge</p>
<p><b>Year 3</b></p>	<p><b>European history: Prehistoric Britain</b></p> <p><i>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</i></p>	<p><b>African history: Ancient Egypt</b></p> <p><i>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</i></p>	<p><b>European history: Ancient Greece</b></p> <p><i>The contributions made by the city-states of Ancient Greece, and how these are influence our lives today</i></p>

	<p><b>Community &amp; family:</b> In communities in history, different people often had very defined roles. The earliest communities and some families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves</p> <p><b>Quest for knowledge:</b> Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today</p>	<p><b>Power, empire &amp; democracy:</b> Different places have different systems of government. Some can be autocratic</p> <p><b>Power, empire &amp; democracy:</b> Empires are large areas of land that are controlled by one person or group of people</p> <p><b>Power, empire &amp; democracy:</b> People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies</p>	<p><b>Power, empire &amp; democracy:</b> Some places have a democracy. Not all democracies are the same. The UK has a democracy</p>
Year 4	<p><b>North American history: Ancient Maya</b></p> <p><i>Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</i></p> <p><b>Quest for knowledge:</b> Different civilisations across the world developed similar knowledge independently</p>	<p><b>Asian history: Early Islamic Civilisation</b></p> <p><i>The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology</i></p> <p><b>Quest for knowledge:</b> Knowledge was developed and shared across different civilisations across many continents</p> <p><b>Quest for knowledge:</b> Different civilisations place different values on knowledge and scientific development than others</p> <p><b>Community &amp; family:</b> Communities can be brought together by geographical location, or by a shared identity</p>	<p><b>European history: Local History</b></p> <p><i>Why is [X] famous today?</i></p> <p><i>How has [local feature] been important in our community?</i></p> <p><i>How has migration shaped our community?</i></p>
Year 5	<p><b>European history: Ancient Rome</b></p> <p><i>The development of the Roman Empire, how it changed over time, and how these changes affected people differently</i></p>	<p><b>European history: Roman Empire in Britain</b></p> <p><i>The Roman conquest of Britain, and how the Romans maintained power in Britannia</i></p> <p><b>Power, empire &amp; democracy:</b> Drivers of power can be categorised into: institutional (i.e. head</p>	<p><b>Global history: Quest for knowledge</b></p> <p><i>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge</i></p>

	<p><b>Community &amp; family:</b> Systems of slavery have existed in communities and civilisations across the world for a long time. Slaves could be taken from different communities based on their wealth</p>	<p>teacher in charge of a school; priest in charge of a church; king in charge of a country); economic (using money to give you power); physical (having physical strength or armies); intellectual (the power of knowledge and literacy); informal (soft power of influencing others).</p>	<p><b>Quest for knowledge:</b> The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word</p> <p><b>Quest for knowledge:</b> Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world</p>
<p><b>Year 6</b></p>	<p><b>European history: Settlement by Anglo-Saxons</b></p> <p><i>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</i></p>	<p><b>European history: Viking invasions</b></p> <p><i>Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation</i></p> <p><b>Community &amp; family:</b> Slaves could be taken from different communities based on their race, ethnicity or gender</p>	<p><b>Global history: Power, empire and democracy</b></p> <p><i>A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today</i></p> <p><b>Power, empire &amp; democracy:</b> Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power</p> <p><b>Quest for knowledge:</b> Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it</p>

**Community and Family**

**Quest for knowledge**

**Power, empire & democracy**