



Willow Tree Academy

History- Scheme of Work

History Strands:

Strand 1: Chronology

Strand 2: Interpreting and Investigating

Strand 3: Knowledge and Understanding

Strand 4: Vocabulary

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	What makes me, me? Family History	Why do the leaves fall off the trees?	What do I want to be when I grow up? Images from the past.	How does your garden grow?	Traditional tales. What makes a happy ending? Stories from the past.	Traditional tales. What makes a happy ending? Stories about the past.
Y1/2 (Cycle 2)	Little people, big dreams	Little people, big dreams	Great Fire of London	Great Fire of London	Waste not, want not	Waste not, want not
Y3 YEAR 2 of Y3/4 CYCLE	Victorians making history	Victorians making history	Made in South Yorkshire	Made in South Yorkshire	Farm to fork	Farm to fork
Y4	Time travellers/stone age to bronze age	Time travellers/stone age to bronze age	Equality	Equality	Medical breakthroughs	Medical breakthroughs
Y5	Stargazers	Stargazers	Tudors	Tudors	Shipwrecked/extreme weather	Shipwrecked/extreme weather
Y6	Coastal Invasions/Vikings	Coastal Invasions/Vikings	World War 2	World War 2	What makes me, me?	What makes me, me?

Covered in Black History Month	Civil rights and equalities
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	Ancient and World History
	British History

History Long Term Plan

- Each area **must** be covered in that term.
- Where possible it should link to topic or have cross curricular links.
- Children should be given opportunity to use historical skills

EYFS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: What makes me, me?</p> <p>REY - Make connections between the features of their families and other families.</p> <p>FS1 Begin to make sense of their own life story and family's history.</p> <p>FS2 - talk about members of their immediate family and community.</p>		<p>Topic: What do I want to be when I grow up?</p> <p>FS1 Begin to make sense of their own life story and family's history.</p> <p>FS2 - Comment on images of familiar situations in the past.</p>		<p>Topic: What makes a happy ending?</p> <p>FS2 - Compare and contrast characters from stories, including figures from the past.</p>	

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

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Year ½ - CYCLE 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Little People, Big Dreams! (How will I change the world?)</p> <p>Strand 3: Knowledge and Understanding (Y1)</p> <ul style="list-style-type: none">• Show an understanding of historical concepts• Identify key events and people <p>Strand 3: Knowledge and Understanding (Y2)</p> <ul style="list-style-type: none">• Use information gained from research to describe differences between then and now• Give reasons why people from the past acted in the ways they did.		<p>Topic: London (Great Fire Of London and Paddington)</p> <p>Strand 1: Chronology (Y1)</p> <ul style="list-style-type: none">• Recount past changes from their own lives• Sequence some events in chronological order <p>Strand 1: Chronology (Y2)</p> <ul style="list-style-type: none">• Place historical figures, events and artefacts in order on a given time line, using dates where appropriate• Add labels to timelines		<p>Topic: Waste not, want not!</p>	

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Year ½ - CYCLE 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Fur, Feathers and Skin (Should animals be used for purpose or pleasure?)</p> <p>Strand 2: Interpreting and Investigating (Y1)</p> <ul style="list-style-type: none">• Find answers to simple questions about the past from sources of information e.g. artefacts, E.g What was life like for people? What happened? How long ago?• Use a source – artefacts, pictures, stories, online sources and databases to find out about the past observe or handle sources to answer questions about the past <p>Strand 2: Interpreting and Investigating (Y2)</p> <ul style="list-style-type: none">• Ask and answer questions such as What was it like for a...? What happened? How long ago?• Use artefacts, pictures, stories, online sources and databases to find out about the past• Compare pictures or photographs of people or events in the past		<p>Topic: Towers, tunnels and Turrets (Who lives there?)</p> <p>Strand 3: Knowledge and Understanding (Y1)</p> <ul style="list-style-type: none">• Show an understanding of historical concepts• Identify key events and people <p>Strand 3: Knowledge and Understanding (Y2)</p> <ul style="list-style-type: none">• Use information gained from research to describe differences between then and now• Give reasons why people from the past acted in the ways they did.		<p>Topic: Land Ahoy! (How is the seaside different to where I live?)</p>	

YEAR 1 END OF THE YEAR HISTORY

STATEMENTS:

All children should be able to:

- Sequence a few events and objects in order – eg; can produce a simple timeline of their life.
- Able to distinguish the difference between the present and the past
- Find answers to simple questions from sources of information (books, videos or ICT)
- Can discuss one key event and the affect
- Can compare simple pictures of people and events in the past

YEAR 2 END OF THE YEAR HISTORY

STATEMENTS:

All children should be able to:

- Can recall some historical facts about people and events
- Have some understanding of chronology and begin to place on a timeline
- Use a number of reliable sources to find out about the past
- Can ask and answer questions to help with understanding
- Able to use subject related vocabulary

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Year 3

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Topic: Victorians making history

Strand 3: Knowledge and Understanding

- Describe features of period studied e.g. clothes, beliefs, homes, attitudes
- Describe similarities and differences between people, events and objects over time

Strand 1: Chronology

- Use dates to place events, artefacts and historical figures on a timeline
- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)

Topic: Made in South Yorkshire

Strand 3: Knowledge and Understanding

- Describe features of period studied e.g. clothes, beliefs, homes, attitudes
- Describe similarities and differences between people, events and objects over time

Topic: From Farm to Fork

Strand 2: Interpreting and Investigating

- Study two different accounts of the same event, exploring similarities and differences
- Refer to more than one source of evidence for more accurate understanding of events

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Year 3 & 4 - Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Victorians changing history		Topic: Made in South Yorkshire		Topic: From Farm to Fork	
Strand 3: Knowledge and Understanding (Y3) <ul style="list-style-type: none">• Describe features of period studied e.g. clothes, beliefs, homes, attitudes• Describe similarities and differences between people, events and objects over time		Strand 2: Interpreting and Investigating (Y3) <ul style="list-style-type: none">• Study two different accounts of the same event, exploring similarities and differences• Refer to more than one source of evidence for more accurate understanding of events		Strand 1: Chronology (Y3) <ul style="list-style-type: none">• Use dates to place events, artefacts and historical figures on a timeline• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)	
Strand 3: Knowledge and Understanding (Y4) <ul style="list-style-type: none">• Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes.• Describe how some past events and actions of people affect life today.		Strand 2: Interpreting and Investigating (Y4) <ul style="list-style-type: none">• Give reasons why separate versions of the same event may differ in the accounts• Explore main events and changes in history, giving causes and consequences• Independently suggest sources of evidence to answer their questions		Strand 1: Chronology (Y4) <ul style="list-style-type: none">• Understand that changes occur over time.• Add evidence and dates to timeline to represent this• Use dates and historical terminology to describe events	

YEAR 3 END OF THE YEAR HISTORY STATEMENTS:

All children should be able to:

- Can recall key historical facts about people and events (Celtic -> Roman times)
- Can correctly place key dates in a chronological order
- Can use a number of sources to find out about the past
- Able to distinguish differences and similarities between people, events and objects over time.
- Can use subject related vocabulary and: century, decade, BC, AD

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Year 4 (Cycle 1)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Time Travellers (Bronze Age & Stone Age)		Topic: Equality		Topic: Medical Breakthroughs (Perilous Plague)	
Strand 1: Chronology <ul style="list-style-type: none">• Understand that changes occur over time.• Add evidence and dates to timeline to represent this• Use dates and historical terminology to describe events		Strand 3: Knowledge and Understanding <ul style="list-style-type: none">• Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes.• Describe how some past events and actions of people affect life today.		Strand 3: Knowledge and Understanding <ul style="list-style-type: none">• Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes.• Describe how some past events and actions of people affect life today.	
Strand 4: Vocabulary <ul style="list-style-type: none">• Subject related vocabulary: during, chronology, era, dates, time period, change• Understand more complex terms				Strand 2: Interpreting and Investigating <ul style="list-style-type: none">• Select reliable sources of evidence to answer questions about the past.• Appreciate that there is not always a single answer to historical questions• Begin to understand the concept of propaganda - Know that people (now and in the past) may represent events in ways that persuade others	

YEAR 4 END OF THE YEAR HISTORY STATEMENTS:

All children should be able to:

- Describe how some past events and actions of people affect life today.
- Able to confidently place key historical dates and events in a chronological order
- Independently suggest and use reliable sources to answer questions
- Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes.
- Can use subject related vocabulary: during, chronology, era, dates, time period, change

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Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Stargazers		Topic: Tudors/Shakespeare		Topic: Shipwrecked/Extreme Weather/Natural Disasters	
Strand 3: Knowledge and Understanding		Strand 3: Knowledge and Understanding		Strand 1: Chronology	
<ul style="list-style-type: none">• Describe causes and consequences of the main events, situations and changes in the period studied.• Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.• Identify links and changes within and across the time periods and localities studied.		<ul style="list-style-type: none">• Describe causes and consequences of the main events, situations and changes in the period studied.• Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.• Identify links and changes within and across the time periods and localities studied.		<ul style="list-style-type: none">• Identify significant changes within and across historical periods studied• Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this	
		Strand 2: Interpreting and Investigating			
		<ul style="list-style-type: none">• Select reliable sources of evidence to answer questions about the past.• Appreciate that there is not always a single answer to historical questions• Begin to understand the concept of propaganda - Know that people (now and in the past) may represent events in ways that persuade others			

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Year 5 (cycle 2)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Push, Pull & Swing (How has entertainment evolved?)		Topic: Changemakers of tomorrow (Explorers/Elizabethans)		Topic: Shipwrecked/Extreme Weather/Natural Disasters	
Strand 3: Knowledge and Understanding		Strand 3: Knowledge and Understanding		Strand 1: Chronology	
<ul style="list-style-type: none">• Describe causes and consequences of the main events, situations and changes in the period studied.• Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.• Identify links and changes within and across the time periods and localities studied.		<ul style="list-style-type: none">• Describe causes and consequences of the main events, situations and changes in the period studied.• Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.• Identify links and changes within and across the time periods and localities studied.		<ul style="list-style-type: none">• Identify significant changes within and across historical periods studied• Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this	

YEAR 5 END OF THE YEAR HISTORY STATEMENTS:

All children should be able to:

- Identify significant changes within and across historical periods studied
- Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this
- Select reliable sources of evidence to answer questions about the past.
- Describes causes and consequences of the main events, situations and changes in the period studied.
- Use subject related vocabulary - legacy, period

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Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Coastal Invasions. How do we protect our coastline?		Topic: How does War change lives?		Topic: The Human Body	
Strand 2: Interpreting and Investigating		Strand 3: Knowledge and Understanding		Strand 2: Interpreting and Investigating	
<ul style="list-style-type: none">• Select suitable sources of evidence, giving reasons for the choice• Explore all available evidence to form their own opinion on a historical event• Evaluate the usefulness and accuracy of different sources of evidence• Understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.		<ul style="list-style-type: none">• Explain and evaluate causes and consequences of the main events, situations and changes in the period studied.• Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world.		<ul style="list-style-type: none">• Select suitable sources of evidence, giving reasons for the choice• Explore all available evidence to form their own opinion on a historical event• Evaluate the usefulness and accuracy of different sources of evidence• Understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.	
				Strand 3: Knowledge and Understanding	
				<ul style="list-style-type: none">• Explain and evaluate causes and consequences of the main events, situations and changes in the period studied.• Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world.	

YEAR 6 END OF THE YEAR HISTORY STATEMENTS:

All children should be able to:

- Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes)
- Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world.
- Select suitable sources of evidence, giving reasons for the choice.
- Explain and evaluate causes and consequences of the main events, situations and changes in the period studied.
- Use subject related vocabulary - continuity, social, religious, political, technological, cultural