



# 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

# 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

## Year 1&2- Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic:</b> Around the World in 75 Days		<b>Topic:</b> Scrumdiddlyumptious OR Marvellous Mixtures		<b>Topic:</b> Great Fire of London	
<b>Strand 3: Knowledge and Understanding</b>		<b>Strand 2: Interpreting and Investigating</b>		<b>Strand 1: Chronology</b>	
<ul style="list-style-type: none"><li>• Use information gained from research to describe differences between then and now</li><li>• Give reasons why people from the past acted in the ways they did.</li></ul>		<ul style="list-style-type: none"><li>• Ask and answer questions such as What was it like for a...? What happened? How long ago?</li><li>• Use artefacts, pictures, stories, online sources and databases to find out about the past</li><li>• Compare pictures or photographs of people or events in the past</li></ul>		<ul style="list-style-type: none"><li>• Recount past changes from their own lives (Y1)</li><li>• Place historical figures, events and artefacts in order on a given time line, using dates where appropriate (Y2)</li></ul>	

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## Year 1&2- Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic: Fur, Feathers and Skin</b>		<b>Topic: Towers, Tunnels and Turrets</b>		<b>Topic: Land Ahoy!</b>	
		<b>Strand 2: Interpreting and Investigating</b> <ul style="list-style-type: none"><li>• Ask and answer questions such as What was it like for a...? What happened? How long ago?</li><li>• Use artefacts, pictures, stories, online sources and databases to find out about the past</li><li>• Compare pictures or photographs of people or events in the past</li></ul>		<b>Strand 3: Knowledge and Understanding</b> <ul style="list-style-type: none"><li>• Use information gained from research to describe differences between then and now</li><li>• Give reasons why people from the past acted in the ways they did.</li></ul>	

## YEAR 1 END OF THE YEAR HISTORY STATEMENTS:

*All children should be able to:*

- Recount past changes from their own lives
- Sequence some events in chronological order
- Begins to use sources to identify some details and answer simple questions
- Identify key events and people
- Subject related vocabulary and: past, old, new, recent, young, days, months,

## YEAR 2 END OF THE YEAR HISTORY STATEMENTS:

*All children should be able to:*

- Place historical figures, events and artefacts in order on a given time line, using dates where appropriate
- Add labels to timelines
- Use artefacts, pictures, stories, online sources and databases to find out about the past
- Ask and answer questions such as What was it like for a...? What happened? How long ago?
- Give reasons why people from the past acted in the ways they did.
- Use information gained from research to describe differences between then and now
- Uses subject related vocabulary and: recently, before, after, now, later, a long time ago

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## Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic: Steel City</b>		<b>Topic: Fantastic Mr Fox/Roald Dahl</b>		<b>Topic: Victorian Britain</b>	
<b>Strand 2: Interpreting and Investigating</b> <ul style="list-style-type: none"><li>• Study two different accounts of the same event, exploring similarities and differences</li><li>• Refer to more than one source of evidence for more accurate understanding of events</li></ul>				<b>Strand 3: Knowledge and Understanding</b> <ul style="list-style-type: none"><li>• Describe features of period studied e.g. clothes, beliefs, homes, attitudes</li><li>• Describe similarities and differences between people, events and objects over time</li></ul>	

## YEAR 3 END OF THE YEAR HISTORY STATEMENTS:

*All children should be able to:*

- Use dates to place events, artefacts and historical figures on a timeline
- 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
- Describe features of period studied e.g. clothes, beliefs, homes, attitudes.
- Describe similarities and differences between people, events and objects over time.
- Subject related vocabulary and: century, decade, BC, AD



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## Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic: Survival (Robin Hood)</b>		<b>Topic: Going Green</b>		<b>Topic: Perilous Plague</b>	
<b>Strand 2: Interpreting and Investigating</b>		<b>Strand 1: Chronology</b>		<b>Strand 1: Chronology</b>	
<ul style="list-style-type: none"><li>• Give reasons why separate versions of the same event may differ in the accounts</li><li>• Explore main events and changes in history, giving causes and consequences</li><li>• Independently suggest sources of evidence to answer their questions</li></ul>		<ul style="list-style-type: none"><li>• Understand that changes occur over time.</li><li>• Add evidence and dates to timeline to represent this</li><li>• Use dates and historical terminology to describe events</li></ul>		<ul style="list-style-type: none"><li>• Understand that changes occur over time.</li><li>• Add evidence and dates to timeline to represent this</li><li>• Use dates and historical terminology to describe events</li></ul>	

## YEAR 4 END OF THE YEAR HISTORY STATEMENTS:

*All children should be able to:*

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

## 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.
- 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.
- Describes 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.
- Identifies links and changes within and across the time periods and localities studied.
- Uses Subject related vocabulary - legacy, period

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### Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic: How does War change lives?</b>		<b>Topic: How do we know about the world around us?</b>		<b>Topic: Wonderful Me</b>	
<b>Strand 2: Interpreting and Investigating</b>		<b>Strand 3: Knowledge and Understanding</b>			
<ul style="list-style-type: none"><li>• Select suitable sources of evidence, giving reasons for the choice</li><li>• Explore all available evidence to form their own opinion on a historical event</li><li>• Evaluate the usefulness and accuracy of different sources of evidence</li><li>• Understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</li></ul>		<ul style="list-style-type: none"><li>• Explain and evaluate causes and consequences of the main events, situations and changes in the period studied.</li><li>• 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</li></ul>			

## 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)
- Relate current studies to previous learning and make comparisons between different times in history
- 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
- Understands that some evidence is propaganda, opinion or misinformation and that this effects interpretations of history.
- 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.
- In addition to subject related vocabulary - continuity, social, religious, political, technological, cultural

# History- Willow Tree Academy 20/21

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation</b>	What makes me a me? My family history	What makes me a me? My family history	When I grow up. History of familiar places and objects	When I grow up. History of familiar places and objects	Traditional Tales Stories from the past	Traditional Tales Stories from the past
<b>Y1/2</b>	Around the World in 75 Days	Around the World in 75 Days	Scrumdiddlyumptious OR Marvellous Mixtures	Scrumdiddlyumptious OR Marvellous Mixtures	Great fire of London	Great fire of London
<b>Y3</b>	Steel City	Steel City	Fantastic Mr Fox	Fantastic Mr Fox	Victorians	Victorians
<b>Y4</b>	Survival	Survival	Going Green	Going Green	Perilous plague	Perilous plague
<b>Y5</b>	Stargazers	Stargazers	People from the Past	People from the Past	Vikings	Vikings
<b>Y6</b>	How does War change lives	How does War change lives	How do we know about the world around us?	How do we know about the world around us?	Wonderful Me	Wonderful Me

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