



# Dovedale Primary School

## Long term plan

### History



EYFS	<b>Autumn</b>	
	<b>How have I changed since I was a baby?</b>	<b>Vocab: childhood, memories, change, younger, then and now</b>
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> <li>Members of their family</li> <li>Discuss photographs of past events</li> </ul>	<u>End point</u> <ul style="list-style-type: none"> <li>recall past and present in their own lives</li> <li>recall significant events (birthdays, starting schools)</li> <li>explain how they change overtime and key milestones in development</li> </ul>
	<b>Spring</b>	
	<b>What are our favourite celebrations each year?</b>	<b>Vocab: special, tradition, festival, celebrations, family and differences/similarities</b>
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> <li>recall significant events (birthdays, starting schools)</li> <li>use some vocabulary to indicate time (then, now)</li> </ul>	<u>End point</u> <ul style="list-style-type: none"> <li>recall events/traditions in their own lives</li> <li>recall some of the special ways we celebrate</li> <li>people celebrate different festivals/events/celebrations</li> <li>share objects associated with the events that I enjoy celebrating</li> </ul>
	<b>Summer</b>	
	<b>Why do we wear different clothes at different times of the year?</b>	<b>Vocab: seasons, weather, clothing, purpose, time, month and year</b>
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> <li>recall days of the week/month/seasons explored during the year</li> <li>recall experiences of weather</li> <li>recall clothing choices for holidays/school/club uniforms etc</li> </ul>	<u>End point</u> <ul style="list-style-type: none"> <li>name and describe clothing typically worn in winter and summer</li> <li>recall clothing/objects worn for a purpose (sun hat, gloves etc)</li> <li>to discuss weather experience in autumn and spring</li> </ul>	



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<b>Y1</b>	<b>Autumn</b>	
	<b>Changes within living memory – 1950’s life compared to present day life</b>	<b>Vocab: past, present, technology, transport, online and modern</b>
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> <li>• How have I changed since I was a baby?</li> <li>• Celebrations throughout the year</li> <li>• Why do we wear different clothes at different times of the year?</li> </ul>	<u>End point</u> <ul style="list-style-type: none"> <li>• Home appliances were different in the 1950’s.</li> <li>• Most people listened to the radio and called it a wireless.</li> <li>• Not many people had televisions.</li> <li>• Televisions were black and white.</li> <li>• Most toys were made from wood.</li> <li>• Children played in the streets quite often.</li> <li>• Significant historical events e.g., Coronation of Queen Elizabeth II</li> </ul>
	<b>Spring</b>	
<b>Changes within Living Memory – Who were the Beatles?</b>	<b>Vocab: famous, past, present, world, local, band, musician, Beatlemania and idol</b>	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> <li>• What life was like in Britain in the 1950s.</li> <li>• Forms of entertainment there were. Most people listened to the radio and called it a wireless in the 1950s. Influx of cheaper electrical devices like televisions, radios and record players will have influenced the children of the time.</li> <li>• Significant historical events e.g., coronation of Queen Elizabeth II</li> <li>• What school life was like.</li> </ul>	<u>End point</u> <ul style="list-style-type: none"> <li>• Know who The Beatles were. John Lennon, Paul McCartney, George Harrison and Ringo Starr.</li> <li>• Look at our school in the 1950s. The Significance of Dovedale Road School.</li> <li>• Know how the band were formed.</li> <li>• Impact on Liverpool and playing in The Cavern. The Swinging Sixties.</li> <li>• Beatlemania. Original Boy Band.</li> <li>• Life after The Beatles and their lasting legacy in Liverpool and worldwide. Know that they have had a huge impact on music over the last 60 years.</li> </ul>	



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<b>Summer</b>	
<b>Changes within Living Memory – Holidays in the past</b>	<b>Vocab: seaside, railway, Punch and Judy, carriages and piers</b>
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"><li>• Vocabulary for past and present</li><li>• A simple understanding of chronology</li><li>• A knowledge of how house, technology and toys have changed since the 1950's</li></ul>	<u>End point</u> <ul style="list-style-type: none"><li>• Most people visited the seaside for a holiday using the railway</li><li>• Piers were built so that people could walk along them and breathe in the fresh sea air.</li><li>• In the 1800s and early 1900s beachwear covered most of the body and was very heavy.</li><li>• Punch and Judy was a form of entertainment</li><li>• There were carriages in which the women would change into their bathing costumes. A horse would then pull it towards the sea and the women would lower themselves into it without being seen.</li><li>• Most people couldn't swim so only paddled in the sea.</li></ul>



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<b>Y2</b>	<b>Autumn</b>	
	<b>Significant events beyond living History – The Great Fire of London</b>	<b>Vocab: destroyed, diary, event, city, King, Lord Mayor, timeline, firefighter</b>
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> <li>• Vocabulary for past and present</li> <li>• An understanding of chronology</li> <li>• A simple understanding of a timeline – sequence some events or 2 related objects in order of time</li> </ul>	<u>End point</u> <ul style="list-style-type: none"> <li>• Know what London looked like in the past</li> <li>• Know what life was like in London like <b>before</b> the Great Fire</li> <li>• Know how the Great Fire of London began and how it spread so quickly</li> <li>• Know what the key events of Great Fire of London were chronologically</li> <li>• How did people respond to the Great Fire of London?</li> <li>• Know what life was like for people <b>after</b> the Great Fire of London</li> </ul>
	<b>Summer</b>	
	<b>Comparing the lives of Florence Nightingale and Edith Cavell.</b>	<b>Vocab: nurse, hygiene, wealthy, medicine, war, skilled, significant, achievements and memorial.</b>
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> <li>• Vocabulary of past and present</li> <li>• Use words and phrases such as old, new, young</li> <li>• Men and women were treated differently</li> <li>• Conditions of the past, such as the way people lived and how disease spread, was different to today</li> </ul>	<u>End point</u> <ul style="list-style-type: none"> <li>• Know who Florence Nightingale and Edith Cavell were and what motivated them to become nurses.</li> <li>• Why we know so much about them, when they lived so long ago. Becoming History detectives.</li> <li>• Know why Florence and Edith placed themselves in such danger by going to war. To know what barriers were in place for women during these times.</li> <li>• What did Florence and Edith do to improve the lives of the soldiers during The Crimean war and World War I.</li> <li>• To know what were their greatest achievements and the difference between the two.</li> </ul>



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		<ul style="list-style-type: none"><li>• Know how Florence and Edith are remembered. What did people really think about them. Should Florence be remembered more than Edith?</li></ul>
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<b>Y3</b>	<b>Autumn</b>	
	<b>Changes in Britain from the Stone Age to Iron Age</b>	<b>Vocab: BC, AD, prehistory, artefact, archaeologist, tribe, weapon, Palaeolithic, Mesolithic and Neolithic</b>
	<u>Required prior knowledge</u> <ul style="list-style-type: none"> <li>• A simple understanding of a timeline – sequence some events or 3 related objects in order of time order</li> <li>• Using words and phrases such as recently, before, after, now and later</li> </ul>	<u>End point</u> <p><b>Stone Age –</b></p> <ul style="list-style-type: none"> <li>• The term ‘Stone Age’ refers to a very long period of time that we can break up into three sections.</li> <li>• Palaeolithic, people were hunters and they found food by roaming from place to place in different seasons.</li> <li>• The middle Stone Age, called the Mesolithic, period, tools were developed to become smaller and finer. In the late Stone Age, which is called the</li> <li>• Neolithic, the way people lived changed a lot because they began to settle into farming villages instead of moving from place to place. People started to look after animals and grew their own crops.</li> </ul> <p><b>Bronze Age</b></p> <ul style="list-style-type: none"> <li>• When people discovered how to get metals out of rocks.</li> <li>• A metal called bronze replaced stone as the best material for making tools.</li> <li>• People were able to build better farming equipment and they also began to make bronze weapons and jewellery.</li> </ul> <p><b>Iron Age</b></p> <ul style="list-style-type: none"> <li>• A metal called iron replaced bronze as the main material for making tools and weapons.</li> <li>• People lived in tribes and they were often at war with each other.</li> <li>• Because of all the wars, Iron Age people began to protect themselves by settling in hillforts,</li> </ul>



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		<ul style="list-style-type: none"> <li>Hillforts were groups of round houses and farming land protected by stone walls.</li> </ul>
<b>Summer</b>		
<b>The achievements of an Ancient Civilization – Ancient Egypt</b>		<b>Vocab: civilisation, achievement, pharaoh, transport, trade and pyramids</b>
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> <li>Life in Britain during this time – Stone Age to Iron Age topic</li> <li>How archaeology and artefact are used in History</li> </ul>		<u>End point</u> <ul style="list-style-type: none"> <li>The Ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in north-east Africa.</li> <li>They invented one of the earliest known writing systems called hieroglyphics.</li> <li>The ancient Egyptians were ruled by kings and queens called pharaohs.</li> <li>Papyrus was the first form of paper.</li> <li>The River Nile flows through Egypt and was the source of life for Ancient Egyptians who used it for farming, fishing, trading,</li> <li>Their technology included the ability to build large construction projects such as pyramids and palaces, simple machines such as ramps and levers, and a complex system of government and religion.</li> </ul>



<b>Y4</b>	<b>Autumn</b>	
	<b>Ancient Greece</b> <b>What did the Greeks do for us?</b>	<b>Vocab: civilisation, democracy, city-state, govern, citizen, BC, Athens and Sparta</b>
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> <li>Using timeline to place events in order intervals of 10/100year</li> <li>Understand timelines can be divided into BC and AD</li> <li>Uses words and phrases such as century and decade</li> </ul> Definition of civilisation and achievements	<u>End point</u> <ul style="list-style-type: none"> <li>Explain that the Ancient Greeks made many contributions to Western Civilisation such as architecture, philosophy, art, maths, science and technology</li> <li>It was made up of a series of independent city-states such as Athens and Sparta.</li> <li>Although Ancient Greece was made up of many separate states, they all shared a similar culture, with common Gods, myths and the Olympic Games.</li> <li>Democracy also had its origins in Ancient Greece.</li> </ul>
	<b>Spring</b>	
<b>Maya Civilisation</b> <b>What was life like at the height of Mayan Civilization? (Classic period)</b>	<b>Vocab: Mesoamerica, temples, pyramids, astronomy and currency</b>	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> <li>Definition of civilisation, achievements and pyramids</li> <li>A knowledge and understanding of another ancient civilisation such as Ancient Egypt</li> </ul>	<u>End point</u> <ul style="list-style-type: none"> <li>Explain that the Mayas believed in three realms – heaven, earth and the underworld.</li> <li>Explain Maya civilisation did not abruptly collapse, it was a slow decline.</li> <li>The Mayas created spectacular temples and pyramids without the use of metal tools and wheels.</li> <li>The Ancient Maya lived in an area called Mesoamerica.</li> <li>The Maya developed accurate calendars by using astronomy and mathematics.</li> </ul>	





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		<ul style="list-style-type: none"> <li>• Cacao originated from the Maya. The cacao bean was processed and made into chocolate that they added to drinks and sauces.</li> <li>• The beans were even used as a form of currency. Religion was at the forefront of Maya culture and hierarchy: it was connected to social aspects of life including sport (Pok-a-Toc)</li> </ul>
<b>Summer</b>		
	<p><b>The Roman Empire and its impact on Britain</b></p>	<p><b>Vocab: Romans, invade, conquer, empire, emperor and rebellion</b></p>
	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> <li>• The period before the Roman invasions of Britain – The Iron Age</li> <li>• A knowledge and understanding of life in Britain during the Stone Age to Iron Age</li> </ul>	<p><u>End point</u></p> <ul style="list-style-type: none"> <li>• Explain how the Romans impacted on Britain such as: brick and stone buildings, how they are heated, the way we get rid of our sewage, the roads we use, religion – many gods / Christianity, the words and language we speak, measurements: feet, inches, numbers</li> <li>• Describe the resistance of Boudicca and the reasons for building Hadrian’s Wall</li> <li>• Explain that the Roman left because the Roman Empire was being attacked and they were needed to defend it.</li> </ul>



<b>Y5</b>	<b>Autumn</b>	
	<b>Britain's settlement by the Anglo-Saxons and Scots</b>	<b>Vocab: invade, settle, kingdom, artefact, Christianity, Paganism, raid, invade, Kingdom, valuable and Norsemen</b>
	<p><u>Required prior knowledge</u>            Children should know:</p> <ul style="list-style-type: none"> <li>• Uses timelines with intervals of 10/100/100 years</li> <li>• Begins to appreciate length of time for different periods</li> <li>• Names and places dates of significant events from the past on a timeline</li> <li>• A knowledge and understanding of life in Britain before the Anglo-Saxon and Scot – Life during Roman Britain</li> <li>• Explain why the Romans left Britain and the lasting impact they had</li> </ul>	<p><u>End point</u></p> <ul style="list-style-type: none"> <li>• Roman rule was coming to an end and Britain was being attacked by the Picts and Scots from the north, and the Angles, Saxons and Jutes from the sea.</li> <li>• Explain that the Romans left Britain because the Roman Empire was being attacked and they were needed to defend it.</li> <li>• When the Romans left, Britain no longer had the strong Roman army to defend it from the invaders.</li> <li>• Explain the Anglo-Saxons came from Northern Europe including Germany, Denmark and the Netherlands.</li> <li>• There were many battles but gradually over time, the Anglo-Saxons took control of most of Britain.</li> <li>• The Anglo-Saxon laws were very similar to some we have today, although the punishments were very different.</li> </ul>
	<p><b>Viking and Anglo-Saxon struggle for the Kingdom of England</b></p> <p><u>Required prior knowledge</u>            Children should know:</p> <ul style="list-style-type: none"> <li>• The Anglo-Saxons settled in Britain after the Romans left</li> <li>• A knowledge and understanding of life in Britain during the period of the Anglo-Saxons</li> </ul>	<p><u>End point</u></p> <ul style="list-style-type: none"> <li>• The Viking Age in Britain began around 1200 years ago and lasted for just over 200 years. Around the year AD 790 Vikings first started to raid Britain.</li> <li>• Vikings (known as Norsemen) came from the countries we now call Norway, Sweden and Denmark. This area is known as Scandinavia.</li> <li>• Norsemen travelled on longboats raiding and plundering lands. They started out as short trips to steal treasure and take slaves. The Vikings raided places such as monasteries and pillaged expensive items to trade. They were looking for</li> </ul>



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		<p>valuable goods like gold and jewels, imported foods and other useful materials.</p> <ul style="list-style-type: none"> <li>• In time, Vikings made their home in Britain They drove the Saxons out of part of Britain and took it for themselves.</li> <li>• By AD 878 the Vikings had settled permanently in Britain.</li> <li>• Farms - Vikings lived on farms and kept cows, pigs and sheep for milk, wool and meat.</li> <li>• Houses - Walls made of stone or wood. A straw roof. Wattle and daub (sticks and mud/dung) for the inside of the walls.</li> <li>• Pagans - Vikings arrived as pagans but eventually converted to Christianity.</li> </ul>
<h3>Spring</h3>		
<h3>Changes in social history after 1066 – Crime and Punishment</h3>		<h3>Vocab: crime, punishment, feudal system, Magna Carta, deportation, imprisonment</h3>
	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> <li>• An understanding of Vikings and the Anglo-Saxon struggle for the Kingdom of England</li> <li>• Knowledge of Roman rule in Britain and other ancient systems of governance (Egypt and Greece)</li> </ul>	<p><u>End point</u> Explain how crime and punishment changed post 1066</p> <ul style="list-style-type: none"> <li>• Saxons –used heavy punishments and had an imbalance of justice</li> <li>• The feudal system was a way of organising society into different groups based on their roles</li> <li>• King John and the Rebel Barons – introduced early UK justice</li> <li>• Magna Carta – influenced justice today</li> <li>• Tudor crime and punishment involved injustice and discrimination</li> <li>• Robert Peel established the first police force in 1829</li> <li>• John Kent (born 1805 and died 20<sup>th</sup> July 1886) is reported to be the first black police officer in Britain. He served seven years as a constable at Carlisle.</li> <li>• During the Victorian period more people were punished by deportation or imprisonment rather than death.</li> <li>• Being poor was a crime in the Victorian era. Money was key to survival in this society</li> </ul>



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<b>Y6</b>	<b>Autumn</b>	
	<b>Changes in social History after 1066 – How has Liverpool been shaped by the slave trade?</b>	<b>Vocab: Empire, slaves, enslavement, legacy, trade, migration, commodities, port, wealth and diaspora.</b>
	<p><u>Required prior knowledge</u></p> <p>Children should know:</p> <ul style="list-style-type: none"> <li>• Uses timelines to place and sequence local, national and international events – 5 or more</li> <li>• Began to design own timeline to sequence events learned</li> <li>• How Magna Carta in 1215 gave rights to most people in Britain, but not to all (slaves &amp; serfs)</li> <li>• Discovery of America by Christopher Columbus (1492)</li> <li>• Privateers including Sir Francis Drake and Jim Hawkins (1560s), who were the first English traders to enslave people.</li> <li>• From 1607, England began developing colonies in the Americas and began to use enslaved labour within them.</li> </ul>	<p><u>End point</u></p> <ul style="list-style-type: none"> <li>• Know the importance of Liverpool as a port. The second city of the Empire. The commodities that were traded, including sugar, cotton and tobacco.</li> <li>• Know what the slave trade was and what The Slave Triangle was and Liverpool’s role within that triangle (Atlantic Slave Trade). Forced enslavement.</li> <li>• The impact the slave trade had on Liverpool. The wealth of the city. The buildings that were built, including The Town Hall.</li> <li>• Know some of the main slave traders from Liverpool.</li> <li>• The impact of the slave trade around the world and how it can to an end.</li> <li>• Know that not all traders traded in slaves. The achievements of James Penny (Penny Lane) The impact these traders had on Liverpool.</li> <li>• Know what the lasting legacies of the slave trade in Liverpool are. Streets in Liverpool named after slave traders - Bold Street, Earle Road, Tarlton Street, Cunliffe Street. Buildings and statues.</li> <li>• Know what the legacy of the slave trade and Empire was to Liverpool and beyond (African diaspora).</li> </ul>



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<b>Summer</b>	
<b>World War 2</b>	<b>Vocab: blitz, allies, empire, evacuation, neutral, invasion, defence, enemy</b>
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"><li>• How life, technology and industry changed during the Victorian Liverpool</li></ul>	<u>End point</u> <ul style="list-style-type: none"><li>• Recall the causes and consequences of WW2</li><li>• Describe the role of the British Empire on WW2</li><li>• Explain the role of Liverpool on WW2 and the impact WW2 had on Liverpool</li><li>• Forgotten heroes – Black, African and Indian soldiers and their impact on WW2.</li><li>• Study WW2 artist and photographer's and their interpretation of the war.</li></ul>