

History at Nine Acres Primary School (Long Term Plan)

Autumn Term						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 - All about me Autumn 2 – Once upon a time	Local History – Changes within Living Memory	The lives of significant people in the past who have contributed to Local, National and International achievements	Changes in Britain from the Stone Age to the Iron Age	British History beyond 1066 A local History Study (Crime and Punishment - Parkhurst Prison)	Early Civilizations – Ancient Egypt	Black and British - What has being black and British been like through time?
<p>Autumn 1 – Children discuss the human life cycle, growth, and how they have changed over time.</p> <p>Children create an “All About Me” scrapbook, which gives them a sense of own life story and a timeline of events from their own lives.</p> <p>Children look at and discuss pictures of Nine Acres in the past and what has changed. There will be Visits from a grandparent to talk about their childhoods.</p> <p>Children to make comparisons about life long ago and their own childhood experiences.</p> <p>Autumn 2 – Children to compare and contrast characters from stories, including figures from the past Children will begin to explore time connectives</p>	<p>This is the children’s first encounter with using chronology and they are aiming to gain an understanding of technology through the use of local and national artefacts, pictures, videos and first hand experiences around telephones. They will find out which are old and which are new, and give reasons for their enquiry.</p> <p>Children will find out about the oldest public telephone that can be located on the Isle of Wight.</p> <p>Children will explore how telephones have changed as time has gone on, and begin to understand the word ‘chronological’ by being able to put a range of different telephones into</p>	<p>Children become familiar with the idea of Monarchy and understanding of ruling the country.</p> <p>Children become familiar with Charles 1st and should look to have an understanding of significant events/choices in his life and understand the consequences, focusing on his time of imprisonment within our local landmark of Carisbrooke Castle. This gives them an understanding of UK and local history.</p> <p>Children make links between rulers and castles and can explore how castles developed and the features of them.</p>	<p>Children study the period of British history from the Stone Age to the Iron Age.</p> <p>Children investigate who the ‘hunter gatherers’ were and learn how they survived in Stone Age Britain. They explore how we can know about the period in history with a lack of written primary sources, introducing them to the concept of making deductions from evidence such as artefacts.</p> <p>Children have a focus on employment and become archeologists, architects, estate agents and Youtube bloggers to understand how we find out about the past and how people</p>	<p>Following on from their study on the rich and poor Victorians in Year Three Summer term, children will study Victorian Crime and Punishment. They will look at how punishment of children who commit crime has changed over time and make strong links with the Isle of Wight Prison (Parkhurst), which used to be a prison that children were sent to during the Victorian period.</p> <p>Children will gain an understanding of the similarities and differences of crime from the past and now and how changes in the Law have impacted our lives today.</p> <p style="text-align: center;"><u>Autumn Term 2</u> <u>The Roman Empire and its Impact on Britain.</u> <u>A local History Study</u> <u>(Roman impact on the Isle of Wight)</u></p> <p>Children learn about the Roman Empire and the impact on modern day</p>	<p>Children study the early civilization, Ancient Egypt. They understand the location of Ancient Egypt in time and place and study the way of life in Ancient Egypt.</p> <p>Children explore the factual evidence of the tombs, pyramids, mummies and burial sites.</p> <p>Children learn about the importance of artefacts in helping us find out about the past and compare Egyptian finds to artefacts found on the Isle of Wight.</p> <p>Children gain an understanding of the world of work through studying Archaeologists and scribes and why they are important to the world today.</p> <p>Children find out how Howard Carter, the British archaeologist, helped us through his discovery of Tutankhamen’s tomb in 1922.</p>	<p>Children learn about when and why black people first arrive in Britain. They explore what part did black people play in British life</p> <p>Children will research how slave trade impacted on black people</p> <p>Children enquire about how the arrival of Empire Windrush change the way that black people were treated</p> <p>Children study how life has improved for black people living in Britain in the last 60 years</p>

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<p>through making gingerbread.</p> <p>Children will study nursery rhymes and how language has changed, e.g. "pail", "curds and 'whey".</p> <p>Children will look at how people used to celebrate Christmas.</p>	<p>the correct order from when their parents were younger to today's examples.</p> <p>Children will explore how the internet has changed and how this has affected telephones and people's lives and how they could possibly influence the future.</p>		<p>have developed over time.</p> <p>Children make links with the Isle of Wight and compare and contrast the Longstone at Mottistone to Stonehenge, both evidence of Stone Age settlements in Britain.</p>	<p>Britain and the Isle of Wight.</p> <p>Children look at Roman conquest and rule. They understand the way of life of the Romans on the Isle of Wight and understand Britain as part of the Roman Empire.</p> <p>Children use historical skills to find out about the past. They learn about the Roman army, Julius Caesar and invasion. Children study in depth 2 different Queens (Boudicca and Cartimandua) and the impact they had on Roman Britain.</p>		
Spring Term						
<p>Spring 1 – Around the World</p> <p>Spring 2 – Superheroes</p>	<p>Who was Mary Anning and what did she do? (Spring Term 2)</p>	<p>Significant Historical events in our own locality</p>	<p>The Bronze Age and Iron Age - How have humans in Britain changed over time?</p>	<p>Britain's settlement by Anglo-Saxons. (Spring Term 2)</p>	<p>Geography focus for Spring (Mountains and Rivers – see Geography Long term overview)</p>	<p>A non-European study – The Kingdom of Benin (Spring Term2)</p>
<p>Spring 1 – Children will look at and describe images of historical vehicles, looking at what is the same and different.</p> <p>Children will compare traditional dress with modern fashion from a range of countries studied.</p> <p>Children will verbally sequence traditional tales from around the world and</p>	<p>Children learn how artefacts tell us about the past</p> <p>Children find out other ways in which we can find out about the past</p> <p>Children learn about the process of how fossils are created. They understand why Mary Anning was a significant person</p>	<p>Children study how the seaside has changed over time on the Isle of Wight from the Victorian period to now.</p> <p>Children will learn all about how the use of the seaside has changed, from the use of a bathing machine by Queen Victoria at Osborne House in East Cowes to</p>	<p>Children study the changes between the Stone Age and the Bronze Age, including the implications of the discovery of bronze and explore why bronze was so important. This will be linked to trade and the impact this had on Britain.</p> <p>Children will learn all about the Beaker clan and how</p>	<p>Children learn about how the Anglo-Saxons migrated to Britain and the changes that occurred during the time of the dark ages.</p> <p>They will study the different positions in society and the impact this had on the standard of life and the economy.</p> <p>Children study the archeological findings from the Isle of Wight and</p>		<p>Children will learn all about the Kingdom of Benin and how this empire developed into the golden era of trade and wealth, to the fall of the empire at the hands of the British army.</p> <p>Children will compare life in a royal Benin court to that of a</p>

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<p>suggest what might happen next.</p> <p>Spring 2 – When sending an email to the superheroes, children will discuss change in technology.</p> <p>What could people have done to communicate before?</p>	<p>Children learn about archaeology and its impact on life on the Isle of Wight</p>	<p>entertainment in the form of amusement arcades of the 1980s.</p> <p>Children will compare similarities and differences between Ryde and Sandown Piers.</p>	<p>scientists have explored their DNA to uncover how the physical appearance of people living in Britain changed during this period. They will then link this to how 'a British Citizen' now looks and how many different cultures there are at Nine Acres Primary school, who are all part of Britain.</p> <p>Children explore what life was like in an Iron Age hill fort and how times changed throughout the periods. They will study the Iron Age findings from the Isle of Wight and Chillerton Down Hillfort.</p>	<p>discover what Anglo-Saxons settled here. They will then compare this to other historically significant findings within the UK.</p> <p>Children learn about the Christian conversion and how the Anglo Saxons altered British religion and beliefs. They will link this to Anglo Saxon religious buildings on the Isle of Wight.</p>		<p>British one and will discover how a strong trade and economy was established by the Kings of Benin.</p> <p>Children will learn how farming was important to the life and trade of the people of Benin and link this to the farming and trade links on the Isle of Wight today.</p> <p>Children will compare and contrast Benin and Nigeria today and will learn all about the lasting legacy of the Benin Kingdom through the art pieces that have been discovered from this time.</p>
Summer Term						
<p>Summer 1 – Growing</p> <p>Summer 2 – Island Life</p>	<p>Changes Beyond Living Memory – Great Fire of London (Summer Term 2)</p>	<p>The lives of significant people in the past– Mary Ellis & the History of Flight</p>	<p>A Local History Study – The Victorian influence on the Isle of Wight</p>		<p>Ancient Greece – Greek life and achievements</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England</p>
<p>Summer 1 – Children show and discuss the changes in farming/food production from the past and now.</p> <p>Summer 2 –</p>	<p>Children will use words and phrases like old, new and a long time ago. They will sequence events of the Great Fire of London in the chronological order</p>	<p>Children will learn all about how flight and aviation has changed over time and how technology has developed from a simple hot air balloon to Concorde.</p>	<p>Children learn about Victorian Britain and what life was like for people in those times. They compare the lives of rich and poor</p>		<p>Children study Ancient Greece and the influence the Ancient Greeks had on the western world.</p> <p>They consider the impact of the ancient Greek civilization on life today by exploring</p>	<p>Children learn all about how the English language has developed over time and how the Vikings contributed to this. They study how secondary sources of</p>

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<p>Children look at people and events from the past, with a local focus on Pirates, fossils and dinosaurs.</p> <p>Children discuss and reflect upon the change in their personal lives since their time in EYFS as preparation for their move to Year 1.</p>	<p>Children will explain what the consequences of the Great Fire were.</p> <p>Children will be able to identify how buildings evolved over time to become safe. They will explain how the lives of people in the past from the Isle of Wight have influenced our lives today</p>	<p>Children will develop their own timeline to show the chronology of key events around the development of the aero plane.</p>	<p>children, including a local chimney Sweep (Valentine Grey) using a range of sources.</p> <p>The children study what daily life was like for children in the Victorian times, including the jobs they did and the school environment. They will develop an understanding of society and ways of life for Victorians.</p> <p>The children learn all about Queen Victoria and her connections to the Isle of Wight and her home, Osborne House.</p> <p>They know the similarities and differences of the Royal family and the servants at Osborne House and take part in a re-enactment at the house by being a servant for the day.</p>		<p>things such as the Olympic Games, theatres, universities and medicine.</p> <p>Children will compare similarities and differences to the Ancient Egyptians and the Romans, pulling through knowledge of previous learning.</p> <p>Children will understand the location of ancient Greece in time and place. They explore the daily lives of the ancient Greeks and who, and what, they believed in by discovering their religions.</p> <p>Children learn about the term 'democracy' and how we still rely on this today within our own laws.</p> <p>Children will answer the question: why is there no evidence of the Ancient Greeks on the Isle of Wight? by looking at trade and battles, with a focus on Alexander the Great</p>	<p>information about the period can lead people to see the Vikings in a stereotypical way and children try to answer the question "does calling the Vikings vicious portray them correctly?"</p> <p>Children will discover how the Vikings came to England and raided Monasteries and that they also came here to settle and to farm land, feeding into the enquiry question and a balanced argument. Children will link the Isle of Wight through a study of a local Monastery, Quarr Abbey and will look at where there is evidence of Viking settlements on the Isle of Wight, such as King Elthered 'The Unready' spending Christmas on the Island and the Viking raids that occurred on Brading.</p> <p>Children will find out about King Alfred the Great and find out if he deserved such a prestigious title.</p> <p>Children will study the</p>
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						British justice system and they will also look into whether the Anglo- Saxon and Viking laws and consequences are still present on the Isle of Wight and the UK today.
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