

## History LTP Overview - Cycle A

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All About Me		My school		My family is special!	
Year 1/2	<u>Nursing</u> <b>Person:</b> Mary Seacole (1850) <b>Person:</b> Edith Cavell (1914) <b>Event:</b> World War I (medicine)	Geography Voyages! <b>Person:</b> Neil Armstrong <b>Event:</b> The First Moon Landing (1969) <b>Person:</b> Christopher Columbus <b>Event:</b> Discovery of America (1492)	Geography Holidays <b>Person:</b> Queen Elizabeth II (1950) <b>Person:</b> Queen Victoria (1890) Local study - seaside town such as Saltburn	Geography		
Year 3/4	<u>Ancient Greece</u> <b>Person:</b> Leonidas of Sparta <b>Event:</b> The Trojan Horse	Geography Changes from Stone Age to Iron Age <b>Place / Event:</b> Stonehenge	Geography The Roman Empire's Impact on Britain <b>Person:</b> Julius Caesar / Boudicca <b>Event:</b> Hadrian's Wall <u>Local History</u>	Geography		Geography
Year 5/6	<u>The Tudors and the Stuarts</u> <b>Person:</b> Henry VIII and his wives <b>Event:</b> The creation of the church	Geography <u>Life in Victorian Britain</u> <b>Person:</b> Queen Victoria <b>Event:</b> Industrial Revolution	Geography <u>World War II</u> <b>Person:</b> Adolf Hitler / Winston Churchill <b>Event:</b> D-Day Landings / Liberation of Auschwitz			Geography

## History LTP Overview - Cycle B

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All About Me		My school		My family is special!	
Year 1/2	<b>Toys!</b>  <b>Person:</b> Ole Kirk Christiansen (Lego)  <b>Event:</b> World War I and II (children's toys)	Geography	<b>The Great Fire of London</b>  <b>Person:</b> Samuel Pepys  <b>Person:</b> Thomas Bludworth  <b>Event:</b> The Great Fire of London	Geography	<b>Firsts</b>  <b>Person:</b> The Wright Brothers  <b>Event:</b> The first aeroplane flight (1903)  <b>Person:</b> George Stephenson  <b>Event:</b> The first railway (1830)	Geography
Year 3/4	<b>The Anglo-Saxons and the struggle for the Kingdom of England</b>  <b>Person:</b> Bede / Alfred the Great  <b>Event:</b> The Battle of Camlann The Battle of Hastings	Geography	<b>Local History - Mining</b>  <b>Event:</b> 1812 Felling mining disaster Mining disaster at Easington Colliery	Geography	<b>The Ancient Egyptians</b>  <b>Person:</b> Tutankhamun / Cleopatra (End of period, closer to us than construction of pyramids)  <b>Event:</b> Construction of the Pyramids	Geography
Year 5/6	<b>Ancient Mayans</b>  <b>Person:</b> Pakal the Great  <b>Event:</b> Building of the Pyramids	Geography	<b>The Vikings struggle for the Kingdom of England</b>  <b>Person:</b> Ragnar Lothbrok  <b>Event:</b> Raid on Lindisfarne	Geography	<b>World War I</b>  <b>Person:</b> Bradford Brothers  <b>Event:</b> Killing of Franz Ferdinand	Geography

## History Long Term Plan EYFS

### EYFS Aims

In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to do more things for themselves independently through planned and independently explored opportunities in their environment. This emerging knowledge and understanding can be used to explore crucial early historical skills. The aims and content address a number of key historical concepts of chronological awareness. These are presented through a cross-curricular approach that aims to develop children's learning across a range of the key learning areas. The children are introduced early on in their learning to methods which will help them to develop an understanding of chronology, which is essential for communication and language and numerical literacy.

The aims of our EYFS curriculum is to develop children's early historical skills by providing rich experiences to promote the following:

- Beginning to use historical based language - language associated with the passage of time.
- Developing a sense of historical enquiry.
- Comparison and contrast, similarity and differences.
- Historical narrative and sequence and a sense of chronology and duration.
- An introduction to handling artefacts and the use of evidence.
- That times passes in sequential order.
- That time changes us all.
- Being able to sequence stories.
- Developing the concept of cause & consequence to moderate their own behaviour and see how their behaviour can impact on others.

### ELG Content

ELG: Past and Present

Pupils should be given the opportunity to:

- Talk about the lives of people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class
- Recall some important narratives, characters and figures from the past encountered in books they have read in class

## History Long Term Plan EYFS

Autumn	Spring	Summer
<p><b>All about me!</b></p> <p><u>Possible Questions:</u> How have I changed since I was a baby?</p> <p><u>Significant Events/People</u> <b>Person:</b> Guy Fawkes <b>Event:</b> Bonfire Night <b>Person:</b> Roald Dahl <b>Event:</b> Roald Dahl Day</p>	<p><b>My School!</b></p> <p><u>Possible Questions:</u> How was school different for our parents?</p> <p>* Visit from a grandparent</p> <p><u>Significant Events/People</u> <b>Person:</b> Julia Donaldson</p>	<p><b>My family is special!</b></p> <p><u>Possible Questions:</u> Who belongs on my family tree?</p> <p><u>Significant Events/People</u> <b>Person:</b> St. George <b>Event:</b> St. George's Day</p>
Key Vocabulary	Key Vocabulary	Key Vocabulary
<i>Then, now, change, grow, baby, toddler, child, Guy Fawkes, bonfire, fireworks</i>	<i>Long ago, similar, different, old, new, past, present.</i>	<i>Family, first, then, next, older, younger. George, castle, knight</i>
Suggested Texts	Suggested Texts	Suggested Texts

<ul style="list-style-type: none"> <li>Once There Were Giants by Martin Waddell</li> <li>A Chair for Baby Bear by Kaye Umansky &amp; Chris Fisher</li> <li>The Growing Story by Ruth Krauss and Helen Oxenbury</li> <li>Remember remember the fifth of November by Deborah Webb (NF)</li> </ul>	<ul style="list-style-type: none"> <li>Never take a bear to school by Mark Sperring</li> <li>Starting School by Janet and Alan Alhberg</li> </ul>	<ul style="list-style-type: none"> <li>George and the Dragon by Chris Wormell</li> <li>Me and My Family Tree by Joan Sweeney</li> <li>Who's In My Family? All About Our Families by Robie H. Harris</li> </ul>
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Autumn	Spring	Summer
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>

Focus Content
<ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</li> <li>Recall some important narratives, characters and figures from the past encountered in books they have read in class</li> </ul>

## History Long Term Plan Year KS1

### KS1 - Aims

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### KS1 - Content

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

## History LTP Year 1/2 - Cycle A

Autumn	Spring	Summer
<p><b><u>Nursing</u></b></p> <p><b>Person:</b> Mary Seacole (1850)</p> <p><b>Person:</b> Edith Cavell (1914)</p> <p><b>Event:</b> World War I (medicine)</p> <p><b>Possible Questions:</b> Who would have helped us in the past?</p> <p>*Make a comparison to nurses now Celebrations - Bonfire night link this to historical event Gunpowder plot.</p>	<p><b><u>Voyages!</u></b></p> <p><b>Person:</b> Neil Armstrong</p> <p><b>Event:</b> The First Moon Landing (1969)</p> <p><b>Person:</b> Christopher Columbus</p> <p><b>Event:</b> Discovery of America (1492)</p> <p><b>Possible Questions:</b> Which event had the most significance?</p>	<p><b><u>Holidays</u></b></p> <p><b>Person:</b> Queen Elizabeth II (1950)</p> <p><b>Person:</b> Queen Victoria (1890)</p> <p>Local study - seaside town such as Saltburn</p> <p><b>Possible Questions:</b> How have holidays changed from then to now?</p>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<i>Medicine, nurse, wounds, soldiers, war, trenches, remedy, cure, infection</i>	<i>Astronaut, mission, space, discovery, voyage, Apollo 11, explorer, Nina, Pinta, Santa Maria</i>	<i>Monarchy, Victorian, reign, coronation, royal, throne, royalty, Buckingham Palace</i>
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>
<p><b><u>Books</u></b></p> <ul style="list-style-type: none"> <li>At the Beach by Roland Harvey</li> <li>Poems About Festivals by Brian Moses, Kristina Swarner &amp; Various Poets</li> </ul> <p><a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a> <a href="https://www.nationalarchives.gov.uk/help-with-your-research/">https://www.nationalarchives.gov.uk/help-with-your-research/</a></p> <p><b><u>Books</u></b></p> <ul style="list-style-type: none"> <li>The Little Hen and the Great War by Jennifer Beck &amp; Robyn Belton</li> <li>Where the Poppies Now Grow by Hilary Robinson and Martin Impey;</li> <li>The Little Hen and the Great War by Jennifer Beck &amp; Robyn Belton</li> </ul> <p><a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a> <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty</a></p>	<p><b><u>Books</u></b></p> <ul style="list-style-type: none"> <li>Field Trip to the Moon by Jeanne Willis &amp; John Hare</li> <li><b>Trailblazers: Neil Armstrong by Alex Woolf &amp; Nina Jones (NF)</b></li> <li>Field Trip to the Moon Jeanne Willis &amp; John Hare</li> <li>The Darkest Dark Chris Hadfield, Kate Fillion &amp; The Fan Brothers;</li> <li>Journey by Aaron Becker</li> </ul> <p><a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a></p>	<p><b><u>Books</u></b></p> <ul style="list-style-type: none"> <li>At the Beach by Roland Harvey</li> <li>Poems About Festivals by Brian Moses, Kristina Swarner &amp; Various Poets</li> </ul> <p><a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a> <a href="https://www.nationalarchives.gov.uk/help-with-your-research/">https://www.nationalarchives.gov.uk/help-with-your-research/</a></p>
Autumn	Spring	Summer
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
Focus Content		
<ul style="list-style-type: none"> <li>Chronology</li> <li>Make comparisons between events and people</li> <li>Links to then and now.</li> </ul>		

- Significance and legacy

## History LTP Year 1/2 - Cycle B

Autumn	Spring	Summer
<b><u>Toys!</u></b>  <b>Person:</b> Ole Kirk Christiansen (Lego)  <b>Event:</b> World War I and II (children's toys)  <b>Possible Questions</b> How have toys changed over time?  Celebrations - Bonfire night link this to historical event Gunpowder plot.	<b><u>The Great Fire of London</u></b>  <b>Person:</b> Samuel Pepys  <b>Person:</b> Thomas Bludworth  <b>Event:</b> The Great Fire of London  <b>Possible Questions:</b> What caused the Great Fire of London?	<b><u>Firsts</u></b>  <b>Person:</b> The Wright Brothers  <b>Event:</b> The first aeroplane flight (1903)  <b>Person:</b> George Stephenson  <b>Event:</b> The first railway (1830)  <b>Possible Questions:</b> How have these inventions changed history today?
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<i>Material, Wartime, Modern, inventions, evacuation, soldier</i>	<i>Pudding Lane, disaster, emergency, thatched roof, diarist.</i>	<i>Aircraft, propeller, The Wright Flyer, railway, locomotive, Rocket (name of the first locomotive)</i>
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>
<u>Books</u> <ul style="list-style-type: none"> <li>• Lost in the Toy Museum: An Adventure by David Lucas</li> <li>• <b>Toys Around the World by Joanna Brundle (NF)</b></li> <li>• Tail-End Charlie by Mick Manning</li> <li>• The Little Hen and the Great War by Jennifer Beck &amp; Robyn Belton</li> <li>• Tail-End Charlie by Mick Manning</li> </ul> <u>Other resources</u> <a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a>	<u>Books</u> <ul style="list-style-type: none"> <li>• Toby and The Great Fire Of London by Margaret Nash &amp; Jane Cope</li> <li>• Vlad and the Great Fire of London by Kate Cunningham &amp; Sam Cunningham</li> </ul> <u>Poems</u> <a href="http://www.history-for-kids.com/great-fire-of-london.html">http://www.history-for-kids.com/great-fire-of-london.html</a> <u>Other resources</u> <a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a>	<u>Books</u> <ul style="list-style-type: none"> <li>• Emma Jane's Aeroplane by Katie Haworth &amp; Daniel Rieley</li> <li>• George and Robert Stephenson by L. T. C Rolt</li> <li>• <b>On The Train (Shine a Light) by Carron Brown &amp; Bee Johnson (NF)</b></li> <li>• <b>Bug Club Gold B/2B George Stephenson: The Train Man (NF)</b></li> </ul> The Great Round the World Balloon Race by Sue Scullard <u>Other resources</u> <a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a>
Autumn	Spring	Summer
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
Focus Content		
<ul style="list-style-type: none"> <li>• Chronology</li> <li>• Make comparisons between events and people</li> <li>• Links to then and now.</li> <li>• Significance and legacy</li> </ul>		

## History Long Term Plan KS2

### KS2 - Aims

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources. **History 190**

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

### KS2 - Content

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- History 192 a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



## History LTP Year 3/4 - Cycle A

Autumn	Spring	Summer
<p><b><u>Ancient Greece</u></b></p> <p><b>Person:</b> Leonidas of Sparta</p> <p><b>Event:</b> The Trojan Horse</p> <p><b>Possible Questions:</b> How have the Greeks shaped my world?</p>	<p><b><u>Changes from Stone Age to Iron Age</u></b></p> <p><b>Place / Event:</b> Stonehenge</p> <p><b>Possible Questions:</b> What did the first people in Britain build?</p>	<p><b><u>The Roman Empire's Impact on Britain</u></b></p> <p><b>Person:</b> Julius Caesar / Boudicca</p> <p><b>Event:</b> Hadrian's Wall</p> <p><b>Local History</b></p> <p><b>Possible Questions:</b> Why did the Romans march through County Durham?</p>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<i>Empire, invasion, mythology, city of Troy, Trojans, Spartans,</i>	<i>Remains, archaeologist, monument, stone circle, druids, Stonehenge</i>	<i>Rebellion, Julius Caesar, Queen Boudicca, Emperor, fortress, Hadrian's Wall.</i>
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>
<p><b>Books</b></p> <ul style="list-style-type: none"> <li><i>The Ancient Greek Mysteries by Saviour Pirotta &amp; Freya Hartas (NF)</i></li> <li><i>Beasts of Olympus: Beast Keeper by Lucy Coats</i></li> <li><i>Who Let the Gods Out? By Maz Evans</i></li> <li><i>Town Is by the Sea by Joanne Schwartz and Sydney Smith</i></li> </ul> <p><b>Other resources</b>  <a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a>  <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39">https://www.bbc.co.uk/bitesize/topics/z87tn39</a></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li><i>Stone Age Boy by Satoshi Kitamura</i></li> <li><i>The Stone Age: Hunters, Gatherers and Woolly Mammoths by Marcia Williams (NF)</i></li> <li><i>The Boy with the Bronze Axe by Kathleen Fidler</i></li> <li><i>Stig of the Dump by Clive King</i></li> <li><i>The Secrets of Stonehenge by Mick Manning &amp; Brita Granström</i></li> </ul> <p><b>Other resources</b>  <a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a>  <a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk">https://www.bbc.co.uk/bitesize/topics/z82hsbk</a></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li><i>Meet the Ancient Romans by James Davies (NF)</i></li> <li><i>What the Romans Did for Us by Alison Hawes (NF)</i></li> <li><i>Julius Caesar by Nick Saunders (NF)</i></li> <li><i>Beyond the Wall by Tanya Landman (NF)</i></li> <li><i>Empire's End - A Roman Story by Leila Rasheed</i></li> </ul> <p><b>Poems</b>  <a href="http://www.history-for-kids.com/boudica.html">http://www.history-for-kids.com/boudica.html</a></p> <p><b>Other resources</b>  <a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a>  <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-roman-empire-and-its-effects-on-britain/zrvs382">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-roman-empire-and-its-effects-on-britain/zrvs382</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx">https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx</a></p>
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Focus Content</b>		
<ul style="list-style-type: none"> <li>Chronology</li> <li>British Local and World</li> <li>Make comparisons between events and people</li> <li>Terminology</li> <li>Questions - Cause, significance, change and similarities and differences</li> </ul>		

## History LTP Year 3/4 - Cycle B

Autumn	Spring	Summer
<p><b>The Anglo-Saxons and the struggle for the Kingdom of England</b></p> <p><b>Person:</b> Bede / Alfred the Great</p> <p><b>Event:</b> The Battle of Hastings</p> <p><b>Possible Questions:</b> What happened when the Romans left Britain? Who were the leaders of Anglo-Saxon England?</p>	<p><b>Local History Study</b></p> <p>1812 Felling mining disaster Mining disaster at Easington Colliery Safety lamp-inventors Beamish</p> <p><b>Possible Questions:</b> Was coal mining a disaster? Who was responsible for James Harris' death?</p>	<p><b>The Ancient Egyptians</b></p> <p><b>Person:</b> Tutankhamun / Cleopatra (End of period, closer to us than construction of pyramids)</p> <p><b>Event:</b> Construction of the Pyramids</p> <p><b>Possible Questions:</b> Why did the Ancient Egyptians build pyramids?</p>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<p><i>Battle, medieval, kingdom, myth, legend, Camelot, Avalon, round table, Alfred the Great, Cavalry, Warfare, Bretwalda, William of Normandy/William the Conqueror, Senlac Hill, Wessex, Kingdom, Norseman.</i></p>	<p><i>Banksman, coalface, disaster, pit, water wheel, engine, parliament, pit pony, shaft, pit props, industry, furnace, tippie tin, ventilation door, ventilation, Davey Lamp,</i></p>	<p><i>Hieroglyphics, Ancient, mummification, pyramids, tomb, Pharaoh.</i></p>
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>
<p><b>Books</b></p> <ul style="list-style-type: none"> <li><i>You Wouldn't Want to be an Anglo-Saxon Peasant! By Jacqueline Morley &amp; David Antram (NF)</i></li> <li>Illustrated Tales of King Arthur by Sarah Courtauld &amp; Natasha Kuricheva</li> <li>Warriors of Camlann by N. M. Browne</li> <li><i>Alfred the Great and the Anglo Saxons</i> by David Gill</li> <li>Anglo-Saxon Boy by Tony Bradman</li> </ul> <p><b>Poems</b></p> <p><a href="https://www.wealddown.co.uk/wp-content/uploads/2017/10/Anglo-Saxons-The-Ruin-Poetry-response-questions.docx.pdf">https://www.wealddown.co.uk/wp-content/uploads/2017/10/Anglo-Saxons-The-Ruin-Poetry-response-questions.docx.pdf</a> <a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a> <a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm">https://www.bbc.co.uk/bitesize/topics/zxsbcdm</a></p> <p><b>Other resources</b> <a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a> <a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm">https://www.bbc.co.uk/bitesize/topics/zxsbcdm</a></p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>You Wouldn't Want to be a 19<sup>th</sup>-Century Coal Miner in England! By John Malam</li> </ul> <p><b>Other resources</b> <a href="https://www.nmrs.org.uk">https://www.nmrs.org.uk</a> <a href="https://www.ncem.org.uk">https://www.ncem.org.uk</a> <a href="https://www.beamish.org.uk">https://www.beamish.org.uk</a></p> <p>That History Bloke- visitor to school</p>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li><i>The Scarab's Secret</i> by Nick Would and Christina Balit</li> <li><i>If I Were a Kid in Ancient Egypt</i> by Cobblestone Publishing (NF)</li> <li>The Egyptian Cinderella by Shirley Climo</li> <li>The Time-travelling Cat and the Egyptian Goddess- Julia Jarman</li> <li>Secrets of a Sun King by Emma Carroll</li> </ul> <p><a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a> <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt</a> <a href="https://www.bbc.co.uk/bitesize/topics/zq87xnb">https://www.bbc.co.uk/bitesize/topics/zq87xnb</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-ancient-egypt/z6jrkmn">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-ancient-egypt/z6jrkmn</a> <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt</a></p>
Autumn	Spring	Summer
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
Focus Content		
<ul style="list-style-type: none"> <li>Chronology</li> <li>British Local and World</li> <li>Make comparisons between events and people</li> <li>Terminology</li> <li>Questions - Cause, significance, change and similarities and differences</li> </ul>		

## History LTP Year 5/6 - Cycle A

Autumn	Spring	Summer
<p><b><u>The Tudors and the Stuarts</u></b></p> <p><b>Person:</b> Henry VIII and his wives</p> <p><b>Event:</b> The creation of the church</p> <p><b>Possible Questions:</b> How have British Monarchs changed since 1066?</p>	<p><b><u>Life in Victorian Britain</u></b></p> <p><b>Person:</b> Queen Victoria</p> <p><b>Event:</b> Industrial Revolution</p> <p><b>Possible Questions:</b> What was life like in Victorian Britain? How was Victorian Britain different to Britain now?</p>	<p><b><u>World War II</u></b></p> <p><b>Person:</b> Adolf Hitler / Winston Churchill</p> <p><b>Event:</b> D-Day Landings / Liberation of Auschwitz</p> <p><b>Possible Questions:</b> How was World War II different from World War I?</p>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<i>Catholic, Protestant, Dissolution of monasteries, Execution, beheadings, treason,</i>	<i>Industrialisation, Luddites, economy, manufactories, workhouses, factory law, expansion.</i>	<i>Auschwitz, propaganda, Allies, Axis, military, liberate, Nazi, Blitz, Liberation, Concentration Camp, Fuhrer, Evacuee,</i>
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>
<p><u>Books</u></p> <ul style="list-style-type: none"> <li>• <i>The Executioner's Daughter</i> by Jane Hardstaff</li> <li>• <i>Diver's Daughter</i> by Patrice Lawrence</li> <li>• <i>Treason</i> by Berlie Doherty</li> <li>• <i>The Executioner's Daughter</i> by Jane Hardstaff</li> </ul> <p><u>Poems</u> <a href="https://www.poetryfoundation.org/poets/henry-viii#tab-poems">https://www.poetryfoundation.org/poets/henry-viii#tab-poems</a></p> <p><u>Other resources</u> <a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a> <a href="https://www.bbc.co.uk/bitesize/topics/zsgkwmn">https://www.bbc.co.uk/bitesize/topics/zsgkwmn</a> <a href="https://www.tudorsandstuart.com/">https://www.tudorsandstuart.com/</a></p>	<p><u>Books</u></p> <ul style="list-style-type: none"> <li>• <i>Gaslight</i> by Eloise Williams</li> <li>• <i>Twelve Minutes to Midnight</i> by Christopher Edge</li> <li>• <i>You wouldn't want to be a Victorian School child!</i> By John Malam (NF)</li> <li>• <i>Street Child</i> by Berlie Doherty</li> <li>• <i>Oliver Twist</i> by Charles Dickens</li> </ul> <p><a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a> <a href="https://www.nationalarchives.gov.uk/education/">https://www.nationalarchives.gov.uk/education/</a> <a href="https://www.bbc.co.uk/bitesize/topics/zcjxhyc/resources/1">https://www.bbc.co.uk/bitesize/topics/zcjxhyc/resources/1</a></p>	<p><u>Books</u></p> <ul style="list-style-type: none"> <li>• <i>Our Castle by the Sea</i> by Lucy Strange</li> <li>• <i>Carrie's War</i> by Nina Bawden</li> <li>• <i>My Secret War Diary</i>, by Flossie Albright Marcia Williams</li> <li>• <i>True Stories of the Second World War</i> by Paul Dowswell (NF)</li> <li>• <i>Once</i> by Maurice Geitzman</li> </ul> <p><u>Poems</u> <a href="https://www.poetryfoundation.org/articles/91359/the-poetry-of-wwii">https://www.poetryfoundation.org/articles/91359/the-poetry-of-wwii</a> <a href="http://www.keystage2literacy.co.uk/world-war-poetry.html">http://www.keystage2literacy.co.uk/world-war-poetry.html</a> <a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a> <a href="http://www.bbc.co.uk/history/worldwars/wwtwo/">http://www.bbc.co.uk/history/worldwars/wwtwo/</a> <a href="https://www.history.com/topics/world-war-ii">https://www.history.com/topics/world-war-ii</a></p>
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Focus Content</b>		
<ul style="list-style-type: none"> <li>• Chronology</li> <li>• British Local and World</li> <li>• Make comparisons between events and people</li> <li>• Terminology</li> <li>• Questions - Cause, significance, change and similarities and differences</li> </ul>		

## History LTP Year 5/6 - Cycle B

Autumn	Spring	Summer
<p><b>Ancient Mayans</b></p> <p><b>Person:</b> Pakal the Great</p> <p><b>Event:</b> Building of the Pyramids</p> <p><u>Possible Questions:</u> Who was making history in faraway places in the year 1000?</p>	<p><b>The Vikings struggle for the Kingdom of England</b></p> <p><b>Person:</b> Ragnar Lothbrok</p> <p><b>Event:</b> Raid on Lindisfarne</p> <p><u>Possible Questions:</u> How did the Vikings raid and take over Britain?</p>	<p><b>World War I</b></p> <p><b>Person:</b> Bradford Brothers Edward Cooper (Stockton)</p> <p><b>Event:</b> Killing of Franz Ferdinand</p> <p><u>Possible Questions:</u> What was life like during World War I?</p>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<p><i>Mayas, Mesoamerica, Palenque, K'inich Janaab Pakal, Temple of Inscriptions, Tikal, sacrificed, Temple of the Cross, monumental, astronomers, civilisation</i></p>	<p><i>Danelaw, Monastery, longboats, longhouses, Norseman, longboat, Lindisfarne</i></p>	<p><i>Treaty of Versailles, Assassination, Black hand, conspirator, Allied Powers, Trench Warfare, No-Man's Land, trench foot, Artillery, shell shock, cavalry, armistice, Victoria Cross, conscripts, Western front, empire</i></p>
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>
<p><u>Books</u></p> <ul style="list-style-type: none"> <li>• <i>The Chocolate Tree: A Mayan Folktale</i> by Linda Lowery</li> <li>• <i>The History Detective Investigates: Mayan Civilization</i> by Clare Hibbert (NF)</li> <li>• Rain Player by David Wisniewski</li> <li>• Middleworld (Jaguar Stones) by J&amp;P Voelkel</li> </ul> <p><a href="http://www.maya-3d.com/reconstructions/">http://www.maya-3d.com/reconstructions/</a>  <a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg">https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg</a>  <a href="https://www.history.com/topics/ancient-americas/maya">https://www.history.com/topics/ancient-americas/maya</a></p>	<p><u>Books</u></p> <ul style="list-style-type: none"> <li>• <i>How to train your dragon</i> by Cressida Cowell</li> <li>• <i>Who Were the Vikings?</i> By Jane Chisholm, Struan Reid &amp; David Cuzik (NF)</li> <li>• <i>The Saga of Erik the Viking</i> by Terry Jones &amp; Michael Foreman</li> <li>• Viking Boy by Tony Bradman</li> <li>• Odd and the Frost Giants by Neil Gaiman</li> </ul> <p><a href="https://www.jorvikvikingcentre.co.uk/education/classroom-resources/">https://www.jorvikvikingcentre.co.uk/education/classroom-resources/</a>  <a href="http://teachinghistory100.org/file:///C:/Users/SurfacePro2/Downloads/PH_69.pdf">http://teachinghistory100.org/file:///C:/Users/SurfacePro2/Downloads/PH_69.pdf</a>  <a href="https://www.historic-uk.com/HistoryUK/HistoryofEngland/Ragnar-Lothbrok/">https://www.historic-uk.com/HistoryUK/HistoryofEngland/Ragnar-Lothbrok/</a>  <a href="https://www.english-heritage.org.uk/visit/places/lindisfarne-priory/History/viking-raid/">https://www.english-heritage.org.uk/visit/places/lindisfarne-priory/History/viking-raid/</a></p>	<p><u>Books</u></p> <ul style="list-style-type: none"> <li>• <i>Poems from the First World War</i> by Various poets, selected by Gabby Morgan</li> <li>• <i>The Silver Donkey</i> by Sonya Hartnett</li> <li>• Private Peaceful by Michael Morpurgo</li> <li>• The Foreshadowing by Marcus Sedgwick</li> <li>• Remembrance by Theresa Breslin</li> <li>• <i>The story of the First World War</i> by John Malam (NF)</li> </ul> <p><u>Poems</u>  <a href="https://www.poetryfoundation.org/articles/70139">https://www.poetryfoundation.org/articles/70139</a> /the-poetry-of-world-war-i</p> <p><a href="http://teachinghistory100.org/">http://teachinghistory100.org/</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zqhyb9q">https://www.bbc.co.uk/bitesize/topics/zqhyb9q</a>  <a href="https://www.bbc.com/news/uk-england-tees-39248346">https://www.bbc.com/news/uk-england-tees-39248346</a>  <a href="https://www.history.com/news/the-assassination-of-archduke-franz-ferdinand">https://www.history.com/news/the-assassination-of-archduke-franz-ferdinand</a></p>
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<b>Focus Content</b>		
<ul style="list-style-type: none"> <li>• Chronology</li> <li>• British Local and World</li> <li>• Make comparisons between events and people</li> <li>• Terminology</li> <li>• Questions - Cause, significance, change and similarities and differences</li> </ul>		