



# Gwlady's Street C P and N School Long Term Plan - History



Year 1	Autumn	Spring	Summer
	Toys	Poles Apart	Flight
	<p>Recognise the difference between toys of the past and those of today. Compare toys from the world and consider whether all children have the same access to toys.</p> <p>Visit: Toys through time workshop(end of topic) explore ideas of old and new. understand and talk about similarities and differences. understand the differences between new and old.</p>	<p>Use different sources of research e.g. books, pictures, photographs and the internet.</p>	<p>Be able to recall information about the first ever flight and the jet era.</p>
Year 2	London's Burning	Indian Spice	Pioneers
	<p>Recognise and explain why The Great Fire of London happened and the changes that occurred as a result.</p> <p>Identify differences between ways of life of people at the time of the fire, compared with today.</p> <p>Compare two versions of reports of The Great Fire.</p> <p>Compare pictures documenting the fire.</p>	<p>Use different sources to research topic and find out about India and Indian Cultures. E.g. Books, the internet, holiday brochures and family photographs.</p>	<p>That people in the past, with pioneering ideas, inventions and reforms, have had an impact on the world we live in today.</p> <p>That people can change the environment that we live in by inventing new machines and processes.</p> <p>How to research people's lives using books, the Internet, artefacts and pictures.</p>

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Year 3 and 4	Year 3 and 4 following OPENING WORLDS curriculum from September 2021		
<b>1<sup>st</sup> Half Term</b>	<b>Ancient Egypt</b>	<b>Indus Valley</b>	<b>Ancient Greece</b>
	<p>Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p> <p><i>Disciplinary focus: change/continuity How much did Ancient Egypt change over time?</i></p>	<p>Indus Valley Civilisation What kind of settlement was this? A system of monsoon-fed rivers; advanced urban planning in cities; long-distance trade material and spiritual culture: Sarasvati culture, including the Rig Veda, ancient writings &amp; scriptures (links with Autumn 2 Religion &amp; Worldviews) Evidential basis - how do we know? archaeological finds Why did settlements spread over such a large area?</p> <p><i>Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation?</i></p>	<p>Art, culture &amp; learning in Ancient Greece Greek architecture, including. Parthenon Why did the Greeks tell so many stories? Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Summer 1) Greek literature, including epic poetry – including. Homer. Tragedy in Greek theatre Ancient Greek language Philosophy and enquiry in Ancient Greece, including Aristotle – depth on Aristotle.</p> <p><i>Disciplinary focus: evidential thinking What can sources from Ancient Greece tell us?</i></p>
<b>2<sup>nd</sup> Half Term</b>	<b>Cradles of Civilisation</b>	<b>Persia and Greece</b>	<b>Alexander the Great</b>
	<p>The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. big map seeing where they all were &amp; geographical similarities.</p>	<p>Start with Ancient Persia and its empire to set geographical &amp; political context. Ancient Greek city states, including Sparta and Athens. Why/how did they form? Greco-Persian wars, including battle of Marathon Athenian democracy and empire, Peloponnese War Greek religion – gods and goddesses.</p>	<p>Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education early battles, conquest of Persia, death. Alexander the ‘Great’?</p>

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	<p>Then major on ancient Sumer in Mesopotamia via rivers &amp; settlements (reinforce geog knowledge so far)</p> <p><i>Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</i></p>	<p><i>Disciplinary focus: similarity and difference What did Greek city-states have in common?</i></p>	<p>Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge?</p> <p>Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p> <p><i>Disciplinary focus: causation.</i></p>
<b>Year 5</b>	<p><b>Mexico and the Mayans</b></p>	<p><b>Wild Rivers</b></p>	<p><b>Invaders</b></p>
	<p>Know where to place the Ancient civilization of the Mayans in time. Describe the legacy of the Ancient Mayan civilization.</p>		
<b>Year 6</b>	<p><b>Greece Lightning</b></p>	<p><b>Disaster</b></p>	<p><b>Rule Britannia</b></p>
	<p>Identify how the past influences the present.</p> <p><i>Visit: Ancient Greeks Free - local drive around Liverpool to look at Greek legacy of architecture Understand how our knowledge of the past is constructed from a range of resources.</i></p>		<p>Where the Vikings came from and why they chose to settle in England.</p> <p>The significant figures and key events that took place during the Viking period.</p> <p>What life was like for sailors, warriors, children and criminals.</p> <p>The legacy of the Battle of Hastings and the Bayeux Tapestry.</p>

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