



History Long Term Plan

At Reynolds Academy, we use the milestones created by Chris Quigley Education to support our wider curriculum.

| Overview | Autumn term | Spring term | Summer term |
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| Milestone 1 | Great Fire of London Significant Person: Samuel Pepys | The Crimean War Significant Person: Florence Nightingale | The Moon Landings Significant Person: Neil Armstrong |
| Milestone 2 | Stone Age | Ancient Egypt | The Roman Empire |
| Milestone 3 | Ancient Greeks | Victorians | Second World War |

| Key Skills | Autumn term | Spring term | Summer term |
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| Milestone 1 | <p><u>Great Fire of London</u> <u>Significant Person: Samuel Pepys</u></p> <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Identify some of the different ways the past has been represented. Use artefacts, pictures, stories, online | <p><u>The Crimean War</u> <u>Significant Person: Florence Nightingale</u></p> <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Identify some of the different ways the past has been represented. Use artefacts, pictures, stories, online | <p><u>The Moon Landings</u> <u>Significant Person: Neil Armstrong</u></p> <p>Build an overview of world history</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. <p>Communicate historically Use words and phrases such as:</p> <ul style="list-style-type: none"> a long time ago |

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| | <p>sources and databases to find out about the past.</p> <p>Understand chronology</p> <ul style="list-style-type: none"> Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Recount changes that have occurred in their own lives. <p>Communicate historically Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> nation and a nation's history civilisation monarchy parliament democracy war and peace. | <p>sources and databases to find out about the past.</p> <p>Describe historical events.</p> <ul style="list-style-type: none"> Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. <p>Understand chronology</p> <ul style="list-style-type: none"> Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Recount changes that have occurred in their own lives. | <ul style="list-style-type: none"> recently when my parents/carers were children years, decades and centuries to describe the passing of time. <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> nation and a nation's history civilisation monarchy parliament democracy war and peace. |
| Milestone 2 | <p><u>Stone Age (Including comparison with Benin Kingdom)</u></p> <p>Build an overview of world history</p> <ul style="list-style-type: none"> Give a broad overview of life in Britain: from ancient to medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | <p><u>Ancient Egypt</u></p> <p>Understand Chronology</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events. <p>Build an overview of world history</p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. | <p><u>The Roman Empire</u></p> <p>Build an overview of world history</p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain: from ancient to medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |

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| | <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ Dates ○ Time period ○ Era ○ Change ○ Chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | <ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ Dates ○ Time period ○ Era ○ Change ○ Chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. |
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Milestone 3

Ancient Greeks

Communicate historically

- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era
 - chronology
 - continuity
 - change
 - century
 - decade
 - legacy

Understand Chronology

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.
- Use dates and terms accurately in describing events.

Build an overview of world history

- Describe the social, ethnic, cultural or religious diversity of past society.
- Identify continuity and change in the history of the locality of the school.

Victorians

Build an overview of world history

- Compare some of the times studied with those of the other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Communicate historically

- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

Second World War

Communicate historically

Use appropriate historical vocabulary to communicate, including:

- dates
- time period
- era
- chronology
- continuity
- change
- century
- decade
- legacy

Understand Chronology

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.
- Use dates and terms accurately in describing events.

Build an overview of world history

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Identify continuity and change in the history of the locality of the school.