

## History LTP

Year group and Term	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Reception</u>	<u>Huncote</u>	<u>Canada</u>	<u>Kenya</u>
	<b>How have things changed in my home?</b> Invention – Legacy	<b>How have teddy bears changed over time?</b> Invention – Legacy	
<u>Year 1</u>	<u>London</u>	<u>Wales</u>	<u>Huncote</u>
	<b>What lessons have we learned from the Great Fire of London?</b> Monarchy – Civilisation/Society – Invention – Legacy	<b>Why do we have castles?</b> Monarchy – Civilisation/Society – Invasion/Conflict – Legacy	<b>What was my grandparents' childhood like?</b> Monarchy – Civilisation/Society – Legacy
<u>Year 2</u>	<u>Antarctica</u>	<u>South Africa</u>	<u>Australia</u>
	<b>Who are the famous explorers who have made an impact on the world?</b> Civilisation/Society – Invention – Legacy	<b>Who are the famous people who have made an impact on the world?</b> Civilisation/Society – Invasion/Conflict – Invention – Legacy	<b>Who are Britain's significant monarchs?</b> Monarchy – Civilisation/Society – Trade
<u>Year 3</u>	<u>Stone Henge</u>	<u>Italy</u>	<u>India</u>
	<b>How did Britain change between the beginning of the Stone Age and the end of the Iron Age?</b> Civilisation/Society – Invasion/Conflict – Invention – Legacy	<b>How did our homes change between the beginning of the Stone age and the end of the Roman occupation?</b> Civilisation/Society – Invasion/Conflict – Invention – Legacy	<b>Who lived in the Indus Valley and what do we know about them?</b> Civilisation/Society – Trade – Invention – Legacy
<u>Year 4</u>	<u>Scotland</u>	<u>Leicester</u>	<u>Greece</u>
	<b>Who were the Anglo-Saxons and what influence do they have on our life today?</b> Monarchy – Civilisation/Society – Invasion/Conflict – Trade – Legacy	<b>local history, battle of Bosworth, changes still evident on Leicester now from historic invasions</b> Civilisation/Society – Invasion/Conflict – Trade – Legacy	<b>What did the Ancient Greeks bring to the world?</b> Civilisation/Society – Invasion/Conflict – Trade – Invention – Legacy

	<u>York</u>	<u>Egypt</u>	<u>USA</u>
<u>Year 5</u>	<b>How did Britain change between the end of the Roman occupation and 1066?</b> Monarchy – Civilisation/Society – Invasion/Conflict – Trade – Legacy	<b>Why was the Ancient Egyptian civilisation ahead of its time?</b> Civilisation/Society – Invasion/Conflict – Trade – Invention – Legacy	<b>What do we understand by the term ‘slavery’?</b> Civilisation/Society – Trade
	<u>Britain &amp; Russia</u>	<u>Mexico</u>	<u>China</u>
<u>Year 6</u>	<b>What was the impact of the two world wars on Britain?</b> Monarchy – Invasion/Conflict – Legacy	<b>Who were the Maya and what have we learned from them?</b> Civilisation/Society – Invasion/Conflict – Trade – Invention – Legacy	<b>What has been the impact of immigration on Britain over the past 100 years?</b> Civilisation/Society – Legacy

### Themes throughout History

Monarchy – Civilisation/Society – Invasion/Conflict – Trade – Invention – Legacy

### Why these themes?



**Monarchy** – It is important for children to understand that as a country we have had a monarchy system for centuries. It is also important for children to understand that this defined many of our ‘British Values’ as well as aspects of our country’s religion. Children would benefit from understanding that periods of time in our history can be determined by the monarchs at that time, e.g. the Tudors, the Stuarts. Children need to be taught that there is a relationship between the monarchy and parliament but that these have at times been in conflict. Children also need to be made aware of how religion has had a major influence on the ways that monarchy has behaved.



**Civilisation/Society** – The National Curriculum states that children should be taught about both ancient and more recent civilisations. Children need to know that the evidence available to us may not always be secure and that by saying, ‘to the best of our knowledge’ and by drawing on archaeologist findings we are able to build up a picture of what may have happened. Many civilisations throughout history had a major impact on things like trade and invention, which is important for children to study. Children also need to be made aware of the differences between rich and poor people’s lives throughout history and how that has impacted on life today. We also need to teach children about the different groups of people who have arrived from other areas of the world.



**Invasion/Conflict** – This theme has been central to many changes throughout history. In British history, the Norman Invasion was the last time the UK was conquered yet as a country we have been almost continually involved in conflicts across the world. Children need to be taught that some of these conflicts were started by our country, but others were because of the actions of others and that regrettably conflicts continue across the globe. Invasion and conflict often come with a heavy loss of life, and this occurs in countries that were poor to begin with. Children need to understand that religion has often been at the centre of conflict and how these builds into our ‘British Values’ as well as our own school values.



**Trade** – Children will learn about how trade (first between people and later between countries) started and how role trade has had in both causing and averting conflict. Today trade can often be taken for granted, however children need to know that it is still used as a bargaining tool to help countries get their way.



**Invention** – Children will learn about inventions across different times and consider the importance of these in relation to our own lives today. Children need to understand that inventions play a significant role in the development of societies. For example, inventions such as the wheel and the lightbulb are still prominent, however there can be ‘waves’ of inventions such as the growth of technology since the invention of the ‘chip’. Children will study some of the famous inventors who have helped make our world a better place as well as understanding that inventions have helped societies become more sophisticated, safe and mature.



**Legacy** – The intention of this thread is to help children recognise the importance of people or the period they are studying. Children should always be asked to think about how the history they are studying impacts on life today. By ensuring children reflect on the legacy left for us today we are encouraging children to think deeply and allowing them to offer their viewpoints.

