



# West Tyne Church Schools Federation

## History Long Term Plan



Reception

Year 1/2  
Cycle A



Childhood  
History

Brief Overview  
and Link to our  
drivers

Year 1/2  
Cycle B



Movers and Shakers  
History

Brief Overview  
and Link to our  
drivers

Year 3/4  
Cycle A



Through the Ages  
History

Brief Overview  
and Link to our  
drivers

Year 3/4  
Cycle B



Emperors and Empires  
History

Brief Overview  
and Link to our  
drivers

Year 5/6  
Cycle A



Dynamic Dynasties  
History

Brief Overview  
and Link to our  
drivers

Year 5/6  
Cycle B



Maafa  
History

Children will  
focus on the  
history of Africa  
and the slave  
trade. It will  
explore Europe-  
an colonialism.

**Link to our  
drivers**



School Days  
History

Brief Overview  
and Link to our  
drivers



Magnificent Monarchs  
History

Brief Overview  
and Link to our  
drivers



Invasion  
History

Brief Overview  
and Link to our  
drivers



Ancient Civilisations  
History

Brief Overview  
and Link to our  
drivers



Groundbreaking Greeks  
History

Brief Overview  
and Link to our  
drivers



Britain at War  
History

Brief Overview  
and Link to our  
drivers



### Dynamic Dynasties

- Learn about 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.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- 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.
- 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.
- 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,

### Ground-breaking Greeks

- Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- Learn about achievements of the earliest civilizations – overview of where and when the first civilizations appeared and a depth study
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- 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.
- 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.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use



### Britain at War

- Conduct a local history study.
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- 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.
- 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.
- 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,

### Maafa (African History)

- Learn about 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.
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- 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.
- 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,



### Through the Ages

- Learn about changes in Britain from the Stone Age to the Iron Age.
- 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.
- 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.

### Invasion

- Conduct a local history study.
- Learn about Britain's settlement by Anglo-Saxons and Scots.
- Learn about the Roman Empire and its impact on Britain.
- Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- 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.



### Emperors and Empires

- Conduct a local history study.
- Learn about the Roman Empire and its impact on Britain.
- 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.
- 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.

### Ancient Civilisations

- Learn about 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.
- Learn about 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.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- 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.
- 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,



### Childhood

- Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Learn about events beyond living memory that are significant nationally or globally.
- Learn about significant historical events, people and places in their own locality.
- Learn about 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.
- 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.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use

### School Days

- Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Learn about events beyond living memory that are significant nationally or globally.
- Learn about significant historical events, people and places in their own locality.
- Learn about 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.
- 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.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use



### Movers and Shakers

- Conduct a local history study.
- Learn about the Roman Empire and its impact on Britain.
- 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.
- 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.

### Magnificent Monarchs

- Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Learn about events beyond living memory that are significant nationally or globally.
- Learn about significant historical events, people and places in their own locality.
- Learn about 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.
- 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,