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| **C:\Users\J. Briggs\Documents\Letterhead\BADGE\abbey_badge_circle.jpgC:\Users\J. Briggs\Documents\Letterhead\BADGE\abbey_badge_circle.jpg**Federation of Abbey Schools  History Long Term Plan  2022-23  Key concepts – invasion, empire, government, monarchy, belief, civilisation  chronological - throughout | | | | | |
|  | Autumn | Spring | | Summer | |
| EYFS | Nursery Rhymes / Remembrance Day / Bonfire Night | Muddled Bags | | Theme - Changes within living memory  Toys | |
|  |  |  | | * What are our toys like today? * What are other people’s toys like? * How can we tell these toys are old? * What were our grandparents toys like and how do we know? * Who played with these toys a long time ago? * How can we set up a toy museum? | |
| Y1 | Theme - Seaside | Theme – Significant people  Flight – Wright Brothers and Amy Johnson | |  | |
| Key questions | * What was going to the seaside like 100 years ago? * What kind of things did people do at the seaside 100 years ago? * How do we know what holidays were like 100 years ago? * Do we go to the seaside for the same reasons people went 100 years ago? * How have holidays changed over the past 100 years? * Do all children like the earlier seaside holidays now, or would some prefer nowadays? | * What do these clues tell us about why the Wright brothers were famous? * How did the Wright brothers manage to be the first to launch a man powered flight? * Why did the Wright brothers succeed where others had failed? * How do we possibly know about their first successful flight when it happened over 100 years ago now? * How did flight change as a result of the Wright brothers work? * How should we commemorate their great achievement? | * Why do you think people still remember Amy Johnson? * How did a secretary end up flying solo to Australia? * Why was flying to Australia so difficult for Amy? * How did people react to Amy at the time and how do we know? * How did things change for Amy after her famous flight? * How can we solve the mystery of what happened to Amy? |  | |
| Y2 | Theme – Darlington to Stockton Railway  Who was George Stephenson and why was he important to Darlington? | Theme – The Great Fire of London  How can the British community work together to prevent a disaster? | | Theme – Significant people  Florence Nightingale / Mary Seacole  The Moon Landing (Flight link from year 1) | |
| Key questions | * Who was George Stephenson? * When was George Stephenson alive? * What did George Stephenson do? * Why is Stephenson’s rocket so important? * How have railways and trains changed? * What was Stephenson’s impact locally and nationally? * Was George Stephenson all that important? | * How can we work out why the Great Fire of London started? * What actually happened during the Great Fire and how can we know for sure 350 years later? * Why did the Great Fire burn down so many buildings? * Could more have been done to stop the fire? * How did people manage to live through the Great Fire? * How shall we rebuild London? | | * Why is Florence Nightingale remembered today and what did she do in her life? * Why do you think Florence took the brave steps to go to Crimea and who influenced her? * What did Florence do to help the soldiers and did everyone have the same opinion of her? * What were the most important achievements of Florence’s life? * Why have we learnt so much about Florence and so little about Mary Seacole? * How should we remember Florence Nightingale and Mary Seacole? | * Has man ever been to the moon and how can we know for sure? * Why did the astronauts risk their lives to go to the moon? * How were the spacemen able to get there and back safely? * What did they do when they got to the moon and how do we know? * Does everyone agree that we should continue to send men to the moon? * How should we commemorate this great achievement? |
| Y3 | Theme: Stone Age – Iron Age  How has Britain been shaped by our Neolithic Ancestors? | Theme - Early Civilisations  What do all Early Civilisations have in common? | | Theme – Ancient Egyptians | |
| Key questions | * Where do the Stone Age, Bronze Age and Iron Age fit chronologically on a timeline? * How different was life in the Stone Age when man started to farm? * Was Stone Age man just a simple hunter gatherer, concerned only with survival? * How different was life in the Stone Age when man started to farm? * What can we learn about life in the Stone Age from a study of Skara Brae? * Why is it so difficult to work out why Stonehenge was built? * How much did life really change in the Stone Age and how can we possibly know? * Can you solve the mystery of the 52 skeletons of Maiden Castle? | * Where are the earliest civilisations on a timeline? * What would the Ancient Civilisations have needed to have in order to function? * How did writing systems evolve in ancient civilisations? * What was the greatest achievement of each civilisation? * What do all early civilisations have in common? | | * How can we locate Ancient Egypt in time and place? * How did the River Nile impact on people’s lives in Ancient Egypt? * Who was Tutankhamun and why was his discovery so significant? * What does the evidence tell us about the way of life in Ancient Egypt? * What was life like in Ancient Egypt? * What did the Ancient Egyptians believe about life after death and how do we know? * What do we know about Ancient Egypt from what has survived? | |
| Y4 | Theme - Ancient Greeks  What impact did the Ancient Greeks have on our lives today? | Theme – Romans  How has modern Britain been shaped by the Romans? | |  | |
| Key questions | * How can we possibly know so much about the Ancient Greeks who lived 2500 years ago? * What can we work out about everyday life in Ancient Athens? (civilisation) * What was life like for women living in Ancient Greece? (civilisation) * Why was Athens able to be so strong in the 5th and 6th century BC? * How on earth could tiny Athens beat might Persia at Marathon? (invasion) * Would you want to be an idiot in Ancient Athens? Should the Parthenon be rebuilt? (democracy) * Athens or Sparta? Where would you prefer to live? * What can we tell about the Ancient Greeks from a study of the Olympics? * What did the Ancient Greeks do for us? | * Where does the Roman conquest of Britain fit chronologically on a timeline? * Why did the Romans leave sunny Italy to invade this cold island on the edge of the Empire? * Why did Boudicca stand up to the Romans and what image do we have of her today? * How were the Romans able to keep control over such a vast Empire? * How did the Roman lifestyle contrast with the Celtic lifestyle they found when they arrived? How do we know? * How can we solve the mystery of how this great Empire came to an end? * How much of our lives today can possibly be influenced by the Romans, who lived here 2,000 years ago? | |  | |
| Y5 | Theme – Anglo-Saxons  How dark were the dark ages? | Theme – Early Islamic Civilisations | | Theme – Vikings  How should we remember the Vikings? | |
| Key questions | * Why did the Anglo-Saxons invade? * Where did the early Anglo-Saxons live and how do we know? * What does the mystery of the empty grave tell us about Saxon Britain? * How did people’s lives change when Christianity came to Britain and how can we be sure? (Belief) * 878 Alfred vs.Guthrem – How on earth did Alfred come out on top? * Just how great was King Alfred, really? * How effective was Saxon justice? * How dark were the dark ages really? | * What can maps tell us about the people who made them? * What do you think are the most important things to know about Muhammad (pbuh)? * Why did Islam spread so far and so quickly? * What can we learn about Al Mansur from the city he built? * What was everyday life like in Baghdad in 900CE? * How does life in the Golden Age of Baghdad compare with life in the Dark Age of Anglo-Saxon England? * What can I understand from sources about the fall of Baghdad? | | * Where does the settlement of the Vikings in Britain fit chronologically on a timeline? * What image do we have of the Vikings? * Why have the Vikings gained such a bad reputation? * How did the Vikings try to take over the country and how close did they get? (Invasion) * How have recent excavations changed our view of the Vikings? (Jorvik) * What can we learn about Vikings from a study of place name endings? * Raiders or settlers – how should we remember the Vikings? | |
| Y6 | Theme - Wars over time 1000AD -2000AD  How has war changed over time? |  | | Theme – Local history study  How much did Quaker values impact on the development of Darlington and the surrounding area? | |
| Key questions | * What can the Bayeux tapestry tell us about how battles were fought in 1066? (monarch, invasion) * What can we learn about the Battle of Hastings from the Bayeux tapestry? (monarch, invasion, belief) * Why did King Henry V win the battle of Agincourt in 1415? (monarch, invasion) * What was the impact of the Battle of Bosworth? (monarch) * How much had warfare changed by the 1640s?(government) * Why did Professor Gary Sheffield decide that British soldiers during the first world war were not “lions led by donkeys” after all? * How significant was the dropping of the atomic bombs on Hiroshima and Nagasaki on changing warfare? (invasion) |  | | * Who are the Quakers? * What sources can we use to find out about the Pease family? * Who were the Pease family? * What impact did Joseph Pease have on Darlington? * How did the Pease family impact Teesside? | |