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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 SchoolsHistory Long Term Plan2022-23Key concepts – invasion, empire, government, monarchy, belief, civilisationchronological - throughout |
|  | Autumn | Spring | Summer |
| EYFS | Nursery Rhymes / Remembrance Day / Bonfire Night | Muddled Bags | Theme - Changes within living memoryToys |
|  |  |  | * 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?
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| Y1 | Theme - Seaside | Theme – Significant peopleFlight – 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?
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| Y2 | Theme – Darlington to Stockton RailwayWho was George Stephenson and why was he important to Darlington?  | Theme – The Great Fire of LondonHow can the British community work together to prevent a disaster? | Theme – Significant peopleFlorence Nightingale / Mary SeacoleThe 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?
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| Y3 | Theme: Stone Age – Iron AgeHow has Britain been shaped by our Neolithic Ancestors? | Theme - Early CivilisationsWhat 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?
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| Y4 | Theme - Ancient GreeksWhat impact did the Ancient Greeks have on our lives today? | Theme – RomansHow 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?
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| Y5 | Theme – Anglo-SaxonsHow dark were the dark ages? | Theme – Early Islamic Civilisations | Theme – VikingsHow 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?
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| Y6 | Theme - Wars over time 1000AD -2000ADHow has war changed over time? |  | Theme – Local history studyHow 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?
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