



## History Long Term Plan

At Pilgrim Academy, our wider curriculum subjects follow the methods outlined through the Chris Quigley Essentials curriculum, which we have adapted for our school. Our long-term plans are designed to focus on key topics, each with key knowledge categories.

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

Cycle 1 Key Skills	Autumn term	Spring term	Summer term
Milestone 1	<p style="text-align: center;"><u>Great Fire of London</u></p> <p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Identify some of the different ways the past has been represented. Use</li> </ul>	<p style="text-align: center;"><u>The Crimean War</u></p> <p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Identify some of the different ways the past has been represented. Use</li> </ul>	<p style="text-align: center;"><u>The Moon Landing</u></p> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p><b>Communicate historically</b></p>

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

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

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.

Cycle 2 Key Skills	Autumn term	Spring term	Summer term
Milestone 1	<p style="text-align: center;"><u>Great Fire of London</u></p> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p><b>Communicate historically</b> Use words and phrases such as:</p> <ul style="list-style-type: none"> <li>a long time ago</li> <li>recently</li> <li>when my parents/carers were children</li> <li>years, decades and centuries to describe the passing of time.</li> </ul> <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> <li>nation and a nation's history</li> <li>civilisation</li> <li>monarchy</li> <li>parliament</li> <li>democracy</li> <li>war and peace.</li> </ul>	<p style="text-align: center;"><u>The Crimean War</u></p> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p><b>Communicate historically</b> Use words and phrases such as:</p> <ul style="list-style-type: none"> <li>a long time ago</li> <li>recently</li> <li>when my parents/carers were children</li> <li>years, decades and centuries to describe the passing of time.</li> </ul> <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> <li>nation and a nation's history</li> <li>civilisation</li> <li>monarchy</li> <li>parliament</li> <li>democracy</li> <li>war and peace.</li> </ul>	<p style="text-align: center;"><u>The Moon Landing</u></p> <p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Identify some of the different ways the past has been represented.</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>Place events and artefacts in order on a timeline.</li> <li>Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate.</li> </ul> <p>Recount changes that have occurred in their own lives.</p>
Milestone 2	<p style="text-align: center;"><u>Stone Age</u></p> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history.</li> <li>Give a broad overview of life in Britain: from ancient to medieval times.</li> </ul> <p><b>Understand Chronology</b></p>	<p style="text-align: center;"><u>Ancient Egypt</u></p> <p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in</li> </ul>	<p style="text-align: center;"><u>The Roman Empire</u></p> <p><b>Understand Chronology</b></p> <ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a timeline using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>Use dates and terms to describe events.</li> </ul>

	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>• Use dates and terms to describe events.</li> </ul>	<p>order to gain a more accurate understanding of history.</p> <ul style="list-style-type: none"> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul> <p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>- dates</li> <li>- time period</li> <li>- era</li> <li>- change</li> <li>- chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
--	--	--	--

Milestone 3

Ancient Greeks

**Investigate and interpret the past**

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.

**Build an overview of world history**

- 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.

Victorians

**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.

**Communicate historically**

Use appropriate historical vocabulary to communicate, including:

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

- 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.

**Build an overview of world history**

Second World War

**Build an overview of world history**

- Identify continuity and change in the history of the locality of the school.
- Give a broad overview of life in Britain and some major events from the rest of the world.
- 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 appropriate historical vocabulary to communicate, including:

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

- 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.

		<ul style="list-style-type: none"><li>• Identify continuity and change in the history of the locality of the school.</li><li>• Give a broad overview of life in Britain and some major events from the rest of the world.</li><li>• Compare some of the times studied with those of the other areas of interest around the world.</li></ul>	
--	--	---	--