

Long Term Plan History

	Autumn	Spring	Summer
EYFS		<p>Peek into the Past</p> <p>Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.</p>	<p>Adventures through time</p> <p>Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.</p>
Y1	<p>How am I making History?</p> <p>Exploring the past and creating timelines within living memory. Children look at photographs and ask questions.</p>	<p>How have toys changed?</p> <p>Creating timelines using physical objects. Children investigate artefacts and pose questions. They look at one toy and how it has changed over time before considering what toys might be like in the future.</p>	<p>How have explorers changed the world?</p> <p>An introduction into events and people beyond their living memory focussing on explorers, what is significant about them and how they are remembered. They look at parts of the world that were explored and compare exploration from the past with exploration today.</p>
Y2	<p>How was school different in the past?</p> <p>Looking at a brief History of our school and that it has not always been the same. Children identify similarities and differences uses a range of sources. They begin to build continuity between their lives and the past.</p>	<p>How did we learn to fly?</p> <p>Developing knowledge of events beyond living memory. Children reinforce their chronological understanding by building timelines of key events in the history of flight and the contributions certain individuals had as part of this.</p> <p>(Great Fire of London)</p> <p>How did the Great Fire change London?</p> <p>Developing knowledge of events beyond living memory. Children build chronological understanding through timelines showing the key events of the Great Fire of London and the contributions of historically significant individuals.</p>	<p>What is a Monarch?</p> <p>Children learn the role of a monarch and compare the monarchy today with the monarchy of the past. Pupils investigate how William the Conqueror became King and how he used castles to rule. They study castle types and how they evolved over time.</p>
Y3	<p>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</p> <p>Children are introduced to Britain's past by looking at the chronology of mankind from the Stone Age to today. They use archaeological evidence to learn about the changes from the Stone to the Bronze Age and answer historical questions. They identify the limitations of this type of evidence and when reconstructing the life of the Amesbury Archer.</p>	<p>British history 2: Why did the Romans invade and settle in Britain?</p> <p>Developing their chronological awareness of AD and BC, children explore the reasons behind the Roman invasion of Britain and the Celtic response. They discover how Roman innovations transformed everyday life and how archaeological discoveries help piece together Roman lifestyles. By contrasting Roman life with modern times, children learn how the Romans still influence lives today.</p>	<p>What was important to ancient Egyptians?</p> <p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</p>
Y4	<p>How have children's lives changed?</p> <p>Investigating the lives of children in history, pupils study leisure activities, health issues, and work from the past, recognising both continuities and changes. They explore the working conditions of Tudor and Victorian children in more detail and evaluate the significance of Lord Shaftesbury's contribution to education and child labour laws.</p>	<p>British history 3: What changed in Britain after the Anglo-Saxon invasion?</p> <p>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</p>	<p>How did the achievements of the Maya civilisation influence their society and beyond?</p> <p>Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.</p>
Y5	<p>British history 4: Were the Vikings raiders, traders or something else?</p>	<p>British history 5: What was life like in Tudor England?</p>	<p>What is the legacy of the ancient Greek civilisation?</p>



	<p>Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p>	<p>Investigating Tudor portraits and progresses, children learn about the changing nature of monarchy. They consider the reigns of Henry VIII and Elizabeth I and their use of propaganda to control public perceptions of the monarchy. Using Tudor inventories, children then explore the wealth and position of ordinary Tudor people.</p>	<p>Investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p>
Y6	<p>What can the census tell us about local areas?</p> <p>Investigating the census records of different areas, children make inferences about the lives of people from the past. They explore what the census can show about Victorian jobs, the suffrage movement and the interwar period. Children identify how the census changes and consider the usefulness and limitations of census data. In Lesson 6, they plan and carry out their own enquiries about who lived in their local school area</p>	<p>British history 6: What was the impact of World War II on the people of Britain?</p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.</p>	<p>Unheard histories: Who should go on the banknote? (Transition unit)</p> <p>Investigating why historical figures are on banknotes, children learn about the criteria for historical significance. They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note.</p>