



## History Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Heritage Week Focus
EYFS	<p><i>Ourselves</i></p> <p>Talk about themselves. Able to say who they are and who they live with, including pets. Can briefly talk about some members of their family. Sharing information about their families and finding out about other families Identifying family members and discussing the different members in their families.</p>	<p><i>Once Upon a Time</i></p> <p>Can talk about past and upcoming events with their immediate family. Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly) and the key differences between what they can/can't do.  Historical figures- Guy Fawkes</p>	<p><i>Amazing Animals</i></p> <p>Homes from the past. Discuss similarities and differences between homes now and homes from the past. Begin to sequence images of homes from the past to show how they have changed.  Historical figures- David Attenborough</p>	<p><i>Superhuman</i></p> <p>Shows an interest in different occupations (nurse, doctor, police, fire) - ongoing visits throughout this term. Talks about a wider range of occupations (electrician, plumber etc) Is able to discuss different occupations of family members and discuss similarities and differences. Can identify emergency situations and knows who to call.  Historical figures- Mary Seacole</p>	<p><i>Grow</i></p> <p>History content is not covered this term</p>	<p><i>Let's Move</i></p> <p>Transport over time. Discuss similarities and differences in transport today and from the past  Historical figures- Neil Armstrong</p>	<p>Maud Foster Windmill</p>
Year 1	<p><i>How am I making history?</i></p> <p>Learning about personal chronology and finding out about the past within living memory.</p>		<p><i>Who was Mary Anning?</i></p> <p>Learners will develop their knowledge of events beyond living memory and their understanding of persons of historical significance. They will explore how our knowledge of the past has been influenced by the work of archaeologists/palaeontologists.</p>		<p><i>How did man learn to fly?</i></p> <p>Learners will develop their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline &amp; the individuals who contributed to this.</p>		<p>Boston Stump</p>

Year 2	<p><i>What was school like in the past?</i></p> <p>Learners will explore schools over a period of time: identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.</p>		<p><i>What is a Monarch?</i></p> <p>Learners will find out about what a monarch is and the role of a monarch. Learners will compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule.</p>		<p>How have explorers changed the world?</p> <p>Learning about events and people beyond living memory, learners think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored.</p>		Pilgrim Father's Memorial
Year 3	<p><i>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</i></p> <p>Looking at the chronology of mankind, learners are introduced to Britain's story in this unit. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.</p>				<p><i>Why did the Romans settle in Britain?</i></p> <p>Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.</p>		The Guildhall
Year 4	<p><i>What was it like to live in Ancient Egypt?</i></p> <p>In this unit of work, learners will begin to develop their understanding of concurrent historical events: exploring what was happening in Britain at the same time as the Ancient Egyptian Civilisation was at its height. They will explore the importance of the Nile, sites of significant archaeological importance, including the 'Valley of the Kings' and how the evidence found in the tombs therein have provided us with a insight into the past: social structure, beliefs, etc.</p>		<p><i>How hard was it to invade and settle in Britain? (Anglo-Saxons)</i></p> <p>Learners will develop an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p>				The Market Place
Year 5	<p><i>What can we learn from the Ancient Maya?</i></p> <p>Learners will learn about the Maya civilisation and compare it to the Anglo-Saxons. They will investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities.</p>		<p><i>What did the Ancient Greeks do for us?</i></p> <p>Learners will investigate the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p>		<p>Were the Vikings traders, raiders or settlers?</p> <p>Learners will investigate whether the Vikings were raiders, traders or settlers. They will make deductions from sources, identify the author's viewpoint and explain how this impacts the accuracy of the source.</p>		The Port of Boston

<p>Year 6</p>	<p>What was childhood like in Victorian Britain?</p> <p>Learners will explore the key changes to education, health, work and leisure activities during Victorian times, being introduced to the work of philanthropists including Lord Shaftsbury &amp; Dr Barnardo. They will explore a range of evidence to help them make an informed decision with regards to whether being a child in Victorian times would be a positive experience.</p>		<p><i>What impact did WW2 have on the people of Britain?</i></p> <p>Learners will investigate the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.</p>		<p>Who should appear on the next bank note?</p> <p>Learners will explore the contributions of Civil Rights Pioneers including Martin Luther King and Rosa Parks to modern life. They will be provided with opportunities to further develop their abilities to extract information from sources, use inference and evaluating the significance of the individuals studied.</p>		<p>The War Memorial</p>
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