



History Long Term Plan

Curricular Goal

Autumn Term 1						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>ELG: Past & Present Talk about the lives of people around them and their roles in society: -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been taught in class; -Understand the past through settings, characters and events encountered in books read in class and storytelling. 1. Begin to make sense of their own life-story and family's history. 2. Comment on images of familiar situations in the past. 3. Compare and contrast characters from stories, including figures from the past.</p>	<p style="text-align: center;">Toys</p> <p><i>Enquiry - How have Toys and Games changed within living memory?</i></p> <ol style="list-style-type: none"> 1. Revisit history learning from EYFS – My family. Create a 5-year timeline, events in our lives. 2. What are our toys like today? (exploring toys & teddies) 3. What were toys like in the past? (similarity & difference – artefacts) 4. How have dolls changed in living memory? (similarity & difference – artefacts) 5. How have playground games changed within living memory? (similarity & difference) 6. Recap – Can we answer our enquiry question? What 	<p style="text-align: center;">Nurses</p> <p><i>Enquiry – How has nursing changed since the Crimean War and which significant nurses contributed to these achievements?</i></p> <ol style="list-style-type: none"> 1. Introducing the new enquiry question. What do pupils remember from Year 1 history? (Timeline work) 2. Who was Florence Nightingale & when in history did she appear? (chronology) 3. What are the key events in Florence Nightingale's life and why is she remembered as a significant individual? (chronology/ significance) 4. Who was Mary Seacole and why is she remembered as a significant individual and what prejudice did 	<p style="text-align: center;">The Stone Age to The Iron Age</p> <p><i>Enquiry -How did early man adapt to survive in the Stone Age to The Iron Age?</i></p> <ol style="list-style-type: none"> 1. Introduce new historical enquiry. What do pupils remember from year 2 history? Timeline work 2. When in history was the Stone Age? (chronology) 3. How did man survive throughout the Stone Age? (exploring sources) 4. What was found at the local site Star Carr and why was it significant? 5. What was found at Skara Brae? How does this compare to Star Carr? (similarity & difference) 6. What did Copper 	<p style="text-align: center;">Anglo-Saxons & Scots Britain's settlement by the Anglo Saxons and Scots</p> <p><i>Enquiry – Did the settlement by The Anglo Saxons make Britain a better or worse place to live?</i></p> <ol style="list-style-type: none"> 1. Introduce new historical enquiry. What do pupils remember from Year 3 history? (Timeline work) 2. How did Saxon England begin & what happened to The Roman Empire? (chronology) 3. What was life like during the Anglo Saxon period? (exploring sources/ artefacts) 4. When & why did The Scots invade from Ireland & what was the consequence of this invasion? (cause & 	<p style="text-align: center;">Victorians</p> <p><i>Enquiry - What significant impacts did Victorian Britain have on Britain today?</i></p> <ol style="list-style-type: none"> 1. Introduce historical enquiry. What do pupils remember from year 3/4 history? Timeline work. 2. How did the British empire evolve through Victoria's reign? (chronology) 3. How did Victorian influencers contribute towards the modernisation of Britain? (significance) 4. How were children exploited through labour in Victorian times? (cause & consequence) 5. How did the treatment of children change throughout the Victorian era? 	<p style="text-align: center;">World War 1</p> <p><i>A study beyond 1066</i> <i>Enquiry -What were the significant consequences of the first world war locally, nationally and for those who fought overseas?</i></p> <ol style="list-style-type: none"> 1. When, where and why did WW1 break out? (chronology) 2. What were the conditions like in the trenches? (exploring sources) 3. What role did animals play in the war? (continuity and change) 4. How did the government use propaganda to recruit soldiers in WW1? (exploring sources) 5. How did WW1 impact a local significant family? (significant local individual)



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	<p>knowledge have we learnt?</p>	<p>she encounter? (significance and prejudice)</p> <p>5. Black History – Use secondary sources such as ‘Black & British’ and ‘Great Women in History’ to research other significant black people, (diversity/exploring sources)</p> <p>6. Recap – Can we answer our enquiry question? What new knowledge have we learnt?</p>	<p>Mining mean to people of the Bronze Age? (cause & consequence)</p> <p>7. What were the benefits of hillforts in The Iron Age? (cause & consequence)</p> <p>8. Recap – Can we answer our enquiry question? What new knowledge have we learnt?</p>	<p>consequence)</p> <p>5. How did Saxon life compare to Roman Life? (similarity & difference)</p> <p>6. What can we deduce about life during this time based on myths and legends & how reliable is this evidence? (sources of evidence)</p> <p>7. Recap: Can we answer our enquiry question? What new knowledge have we learnt?</p>	<p>(continuity & change)</p> <p>6. How was education introduced and developed over time? (continuity & change)</p> <p>7. How does Victorian education differ from modern education? (similarities & differences)</p> <p>8. Recap – Can we answer our enquiry question? What new knowledge have we learnt?</p>	<p>6. How do we remember those who were lost in war? (significance – local people/places)</p> <p>7. Recap – Can we answer our enquiry question? What new knowledge have we learnt?</p>
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Autumn 2						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Begin to make sense of their own life-story and family’s history.</p> <p>2. Comment on images of familiar situations in</p>	<p>Explorers</p> <p><i>Enquiry – What are the similarities & differences between the explorers Christopher</i></p>	<p>Nurses</p> <p><i>Enquiry – How has nursing changed since the Crimean War and which significant nurses</i></p>	<p>The Roman Empire</p> <p><i>Enquiry: What was the local reaction to the Roman invasion and what was the Roman</i></p>	<p>Vikings</p> <p><i>Enquiry – Does describing the Vikings as vicious portray them accurately?</i></p>	<p>Ancient Greece</p> <p><i>Enquiry – What were the achievements of the Ancient Greek Civilisation and how did</i></p>	<p>World War 2</p> <p><i>Enquiry -What were the significant consequences of the second world war and</i></p>

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<p>the past. 3. Compare and contrast characters from stories, including figures from the past</p>	<p><i>Columbus and Neil Armstrong and why are they remembered today?</i></p> <ol style="list-style-type: none"> 1. Introduce new historical enquiry. What is an explorer? (chronology – introduce Christopher Columbus & Neil Armstrong & add to timeline) 2. Who was Christopher Columbus? a hero or a villain? (significance) (slavery/introduction of exotic spices etc) 3. Who was Neil Armstrong & why is he important? (Moon landings – significance) 4. What are the similarities and differences between the explorers Christopher Columbus and Neil Armstrong? 5. Recap – Can we answer our enquiry question? What knowledge have we learnt? 	<p><i>contributed to these achievements?</i></p> <ol style="list-style-type: none"> 1. Introduce new historical enquiry. Who was Edith Cavell and why is she remembered as a significant individual? (significance/ chronology/add to timeline) 2. How do the experiences of Florence, Mary & Edith compare? (similarity & difference between two different periods in history). 3. How have hospitals changed since The Crimean war? (similarity and difference). 4. How have these nurses influenced nursing today? Research Nightingale hospitals.(continuity & change) 5. Recap - Can we answer our enquiry question? What new knowledge have we learnt? 	<p><i>legacy in Britain?</i></p> <ol style="list-style-type: none"> 1. Introduce new historical enquiry. What was the Roman Empire and when did it start? (chronology/timelines) 2. What does the chronology of Roman Britain look like? (Chronology) 3. How did Boudicca react to The Roman Invasion & what were the consequences? (cause & consequence) 4. How did local leader Queen Cartimundua react to the Roman invasion and what were the consequences? 5. How do Boudicca's & Cartimandua's strategies compare? (similarity & difference) 6. What are the most important Roman achievements & why were they significant? (significance & artefacts lesson) 7. Recap – Can we answer our enquiry question? What new knowledge have we learnt? 	<ol style="list-style-type: none"> 1. Introduce new historical enquiry. Why did the Vikings invade Britain and where did they come from? (chronology/timeline - push & pull factors) 2. How much fear did The Vikings cause?(Lindisfarne cause & consequence) 3. Was Alfred the Great really great & what were the key events that led to The Battle of Hastings in 1066? (significant individuals & events). 4. What positive qualities can we learn about The Vikings (reliability of sources of evidence) 5. Recap – Can we answer our enquiry question? What new knowledge have we learnt? <i>Re-visit later in the year to Jorvic Viking centre York, archaeological dig & battle tactics workshop.</i> 	<p><i>they influence the western world?</i></p> <ol style="list-style-type: none"> 1. Where in the world is Greece and when were the Ancient Greeks around? (chronology) 2. What was daily life like as an Ancient Greek? (exploring sources) 3. What was the significance of Greek Gods/Goddesses and their influence today? (significance) 4. What was the Trojan war and why is it remembered as a significant event? (knowledge/ significance) 5. How did the Olympic Games originate and how were they different to today's events? (continuity & change) 6. Recap – Can we answer our enquiry question with the knowledge we have learnt? 	<p><i>how did they shape the world today?</i></p> <ol style="list-style-type: none"> 1. Introduce new historical enquiry. When, where and why did WW2 breakout? (chronology/ timeline) 2. What were the experiences of Jewish children who became refugees? (workshop – racism/refugees/ Kinder transport – cause & consequence) 3. What were the experiences of British children who were evacuated and how do these compare with Jewish child refugees? (similarity & difference) 4. How did the UK protect itself from the effects of The Blitz? (cause & consequence) 5. How did the role of women change throughout and as a result of WW2? (continuity & change) 6. How did the government use propaganda to encourage rationing in WW2? 7. Recap – Can we answer our enquiry question?
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Summer Term 1						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Comment on images of familiar situations in the past.</p> <p>2. Compare and contrast characters from stories, including figures from the past.</p>	<p>The Great Fire of London <i>Enquiry - What was The Great Fire of London and what changed as a result of this significant event?</i></p> <p>1. When did the Great Fire of London happen? Who was Samuel Pepys & why is he important? (Chronology – create class timeline & link to timeline from toys topic from autumn term moving from within living memory to beyond living memory)</p> <p>2. Where and how did the fire start & how long did it last? (cause & consequence)</p> <p>3. How was the fire stopped? (exploring sources /artefacts)</p> <p>4. What did the king do to make London better</p>	<p>Local History <i>Enquiry – Who and what are significant within our own locality and why are they important?</i></p> <p>1. Who were the local mill owners and why were they important? (significance – also make reference to Victorian era and add to timeline)</p> <p>2. When was Sutton park opened and what did it originally look like?</p> <p>3. When was the pavilion opened and how was it funded? (continuity & change)</p> <p>4. When was Sutton school built and how has it changed? (continuity & change)</p> <p>5. Recap – Can we answer our enquiry</p>	<p>Ancient Egypt <i>Enquiry – What were the achievements of the Ancient Egyptian Civilisation?</i></p> <p>1. Where and when did the first civilizations appear? (chronology – overview of Ancient Sumner, Indus Valley, Ancient Egypt & Shang Dynasty of Ancient China)</p> <p>2. When did the Egyptians live & when did this period end & why? (chronology)</p> <p>3. Why was the River Nile so important to Egyptian life? (significance – trade & transport)</p> <p>4. What was daily life like as an Egyptian? What was their social hierarchy?</p> <p>5. How important were</p>	<p>Maya Civilisation <i>What was the Early Mayan Civilisation & how does it contrast with Anglo Saxon Britain?</i></p> <p>1. When & Where in the world did the Ancient Mayans settle and what was happening in Britain at this time in history? – chronology/ significance</p> <p>2. How did Gods and Goddesses impact lives in these times? cause and consequence</p> <p>3. What are the similarities and differences between the Mayan writing system and our own? What do hieroglyphs and the numerical system tell us about Mayan culture &</p>	<p>Local History <i>Enquiry - how has our school changed in 130 years and how does our school today compare? Why did those changes take place?</i></p> <p>1. When and how did our school begin? What was happening throughout our country at the time?</p> <p>2. What was the same and what was different 100 years ago. Compare and contrast throughout the topic.</p> <p>3. What difficulties were there which prevented children attending school 100 years ago. use evidence from the school log books.</p> <p>4. How has the management of behaviour changed</p>	<p>Early Islamic Civilisation <i>Enquiry - What was the Early Islamic Civilisation & how does it contrast with British History?</i></p> <p>1. Where is Bagdad, when did the Islamic Civilisation begin and why is it important to study Islam in this period</p> <p>2. What can we learn about Islam from the way they set up the capital at Bagdad?</p> <p>3. Which of the Early Islamic achievements has most effect on our lives today?</p> <p>4. Can we answer our Enquiry Question?</p>



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	<p>after the fire? (cause & consequence)</p> <p>5. How has fire- fighting changed since 1666? What/where is our local fire service? (continuity and change).</p> <p>6. Recap – Can we answer our enquiry question? What have we learnt?</p>	<p>question? What knowledge have we learnt? This enquiry will be taught alongside local geography including fieldwork such as map reading well as a local history and geography walk.</p>	<p>Gods & Goddesses & what did Egyptian’s believe about life after death & why were pyramids significant?</p> <p>6. Recap - What did these achievements allow Egyptians to accomplish? Answer enquiry question.</p>	<p>society? similarity & difference</p> <p>4. What was Mayan life like and how does this compare to Anglo Saxon Life?</p> <p>5. Why did the Mayan Empire end so quickly? Recap – answer enquiry</p>	<p>throughout 100 years. Use evidence from the school log books and punishment logs.</p> <p>5. What were special events 100 years ago? How do they compare and contrast to events celebrated today?</p> <p>6. How relevant was our topic on Victorians in understanding the history of our school?</p>	
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