

History Long Term Plan from September 2023

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	ELG: Understanding of the World: Past and Present Talk about the lives of the 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 read in class. • Understand the past through settings; characters and	<u>All aboard!</u> <u>How has flight changed over time?</u> Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements.	<u>Fire Fire!</u> <u>How did the Great Fire of London change the 1600s?</u> Events beyond living memory that are significant nationally or globally	<u>'How did the lives of ancient Britons change during the Stone Age and beyond?'</u> Changes in Britain from the Stone Age to the Iron Age.	<u>Revolting Romans</u> <u>How did the Romans change Britain?</u> The Roman Empire and its impact on Britain.	<u>The story of the Trojan Horse: historical fact, legend or classical myth?</u> Ancient Greece - a study of Greek life and achievements and their influence on the Western world.	<u>Bombs Away!</u> <u>How did World War II impact Britain?</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Spring		<u>Let's Explore!</u> <u>What does it take to be a great explorer?</u> Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements	<u>Off with his head!</u> <u>Who is next in line to the throne?</u> Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements	<u>How do artefacts help us to understand the lives of people in Iron Age Britain</u> Changes in Britain from the Stone Age to the Iron Age.	<u>'Who were the Anglo Saxons and how do we know what was important to them?'</u> Britain's settlement by Anglo-Saxons and Scots. <u>What did the Vikings want in Britain and how did Alfred help to stop them getting it?'</u> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	<u>What part did Worcester play in the English Civil War?</u> A local history study, tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).	<u>Why did Britain once rule the largest empire the world has ever seen?</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Summer		<u>Who would live in a house like this?</u> <u>Homes long ago</u> Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality	<u>Power of Protest</u> <u>How do people stand up for what they believe in?</u> Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements	<u>Why are the Ancient Egyptians significant in History?</u> The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley;	<u>Plague, Pox and Antibiotics</u> <u>How was healing different in the past? (Medicine)</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<u>Why is Anthony Ashley-Cooper considered a great Victorian?</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<u>Mayan Mayhem!</u> <u>Who were the Maya?</u> A non-European society that provides contrasts with British history - one study chosen from early Islamic civilisation, including a study of Baghdad around ad 900; Mayan civilisation around ad 900; or Benin (West Africa) around ad 900-1300.