



History Long Term Plan and Sequence of Learning



	Area of Learning (Teaching Programme from Framework)	Begin to make sense of their own life story and family's history Comment on images of familiar situations in the past Compare and contrast characteristics from stories including figures from the past	Skills and Knowledge we want the children to have at end of EYFS	ELG: Understanding the World Past and Present	FS vocabulary
FS	<p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>FS1 Begin to make sense of their own life story and family's history.</p> <p>FS2 Autumn Term Talking about when they were a baby.</p> <p>Spring Term Timeline of their life. Comment on familiar situations in the past.</p> <p>Summer Term Figures from the past.</p>	<p>We want the children to know for Understanding of the World by the time they leave EYFS and enter Y1:</p> <ol style="list-style-type: none"> 1. Know the town and country they live in (THIS IS GEOGRAPHY) 2. Know the parts of a plant or animal (Science) 3. Know the chronology of their life (HISTORY) 4. Know about a celebration in this country and another country (RE) 	<p>Children at the expected level of development will:</p> <p>ELG: Past and Present Children at the expected level of development will: - 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 events encountered in books read in class and storytelling.</p>	<p>past present Baby toddler child adult today yesterday Year time Timeline Order First Next Then</p>

Domains			
Investigate and interpret the past	Build an overview of history	Communicate (Tier 3)	
		Theme specific	Subject specific

Year	Theme	Strands			
Year 1	<p>The Gunpowder Plot</p> <p>King James I reign of England from 24th March 1603 and Gun Powder plot 5th November 1605.</p> <p>Influence/impact on changes to society To try to end persecution of Roman Catholics.</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Beliefs Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>	<p>King James I, Guy Fawkes, Houses of Parliament, commemorate, Gun Powder Plot, hung, drawn and quartered.</p>	<p>KEY STAGE 1 Year Decade Modern Past Present Future Chronological Artefact Sources Evidence Research Era/Period Historian Invention Parliament Society Significant Legacy Influential</p>
	<p>Toys today and in the past</p> <p>Invention of new toys over time - (Ancient Egyptian 3500 BC, 16th Century, Victorian, mid 20th century to Modern)</p> <p>Influence/impact on changes to society Toys used to teach children, explore relationships, cause & effect in society.</p> <p>Link to Inventors - Ole Christensen</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Beliefs Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>	<p>Wood, metal, plastic. old, new, ancient, modern, chronology, handmade, compare, contrast, similar, different</p>	
	<p>Florence Nightingale, Mary Seacole & Edith</p>	<p>Chronological work Use of Historical vocabulary</p>	<p>Travel & Exploration Beliefs</p>	<p>Florence Nightingale,</p>	

	<p>Cavell Crimean War (5th October 1853 to 30th March 1856) & WWI (1914 - 1918).</p> <p>Influence/impact on changes to society F. Nightingale – founder of modern day nursing & went to Crimea to nurse wounded soldiers.</p> <p>M. Seacole – Nursed soldiers behind enemy lines.</p> <p>E. Cavell – saved lives of soldiers from both sides & helped allied soldiers escape.</p>	<p>Asking & answering questions Research & sources Compare & contrast</p>	<p>Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>	<p>Mary Seacole, Edith Cavell, nursing, hygiene, Germs, wounds, Crimean War, WWI (World War One), war, medicine</p>	
Year 2	<p>The Great Fire of London Great Fire of London (Sunday 2nd September 1666 - Friday 7th September 1666)</p> <p>Influence/impact on changes to society Fire hazards, houses packed together. No rules/regulations for buildings. No fire brigade. Weather conditions – very windy and dry summer.</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Beliefs Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>	<p>London, River Thames, bakery, firemen, Samuel Pepys, axe, diary, Pudding Lane, King Charles II, King James II, monument, cart</p>	
	<p>Christopher Columbus, Neil Armstrong & Captain Scott</p> <p>Influence/impact on changes to society C. Columbus – Discovered America. 1451-1506</p> <p>N. Armstrong – First person to walk on the moon. 1969</p> <p>Captain Scott – Discovered the Antarctic plateau (South pole), first Antarctic fossil &</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Beliefs Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>	<p>Explorer, Robert Falcon Scott, Antarctic, South Pole, Arctic, North Pole, sledge, frostbite, polar, Neil Armstrong, astronaut, space, mission, NASA, moon, rocket,</p>	

	<p>proved the Antarctic once had forests. 1868-1912</p> <p>Transport</p>				
	<p>Amy Johnson 1903: Born in Hull Lived on St Georges Road 1929: Pilot's licence 1929: Ground Engineer licence (first woman in UK) 1930: England to Australia (first woman, solo)</p> <p>Influence/impact on changes to society First woman to fly solo (London to Australia)</p> <p>Link to Inventors - The Wright Brothers</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Beliefs Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>	<p>War, flight, time zones, flight gear, pilot, co-pilot, occupation, aircraft, solo, Darwin, Australia, Japan, Moscow, South Africa.</p>	
Year 3	<p>Prehistoric Britain Stone Age Paleolithic Period (30,000 BCE–10,000 BCE) Mesolithic Period (10,000 BCE–8,000 BCE) Neolithic Period (8,000 BCE–3,000 BCE)</p> <p>Development of Britain Shelter, weapons & tools made from stone Food - hunting</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Beliefs Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>	<p>timeline, Skara Brae, Paleolithic Period, Mesolithic Period, Neolithic Period, jewellery, house, weapons, spears, handaxe, borer, cave painting, fur pelt, mammoth, hunter, gatherer</p>	<p>KEY STAGE 2 B.C. A.D. Ancient Empire Emperor Civilisation Democracy Migration Nation Traitor Treason Sacrifice Descendants Conquest Continuity Invasion Archaeologist Settlements Culture</p>
	<p>Prehistoric Britain Bronze Age - Iron Age Bronze Age: 2500 BC – 800 BC Iron Age 800 BC until Roman invasion 43 AD</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Beliefs Food & Farming Conflict Settlements Location Culture & Pastimes</p>	<p>Stone Age, Bronze Age, Iron Age, hillforts, farmstead, BC, smelting</p>	

	<p>Development of Britain Weapons & tools made from bronze (cooper) – improved skills. Tools made for farming. Beginning of trading food & tools & conquering of more land using more effective weapons.</p>		Society		<p>Monarchy Execution Monasteries Agriculture Legislation Dynasty</p>
	<p>Romans 43 AD - 409 AD</p> <p>Development of Britain Invasion of Britain due to wealth of resources. Development of family life and social places.</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Beliefs Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>	<p>Retreat Romanisation, warfare, armour, Hadrian's Wall, Villa, conquest, Julius Caesar, Claudius, Boudicca, resistance</p>	
Year 4	<p>Anglo-Saxons AD410 -1066</p> <p>Development of Britain Began the division of land in Britain, England formed & ruled in dynasties.</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Beliefs Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>	<p>Romans, Picts and Scots, Jutes, Franks, Frisians, Anglo and the Saxons, King Vortigem, kingdoms, Sutton Hoo, remains, excavated, converted, Pagans</p>	
	<p>The Vikings AD 793-1066</p> <p>Development of Britain Due to trading with other countries, Vikings knew of the wealth of resources and lack of armoury – easy to invade for gains.</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Beliefs Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>	<p>hus=house holm=islet; dry place in a marshy area orm=serpent or dragon long boat,thatched house, runes, Danelaw, invade/invasion, raid, baltic, Iceland,barbarian, Scandinavia, empire, plunder, battlefield, brutality, anvil, medieval, myth, enemy, expedition, Gods, loot, navigation, coastal, combat,</p>	

				<p>pillage, heathen, compass, conquest, voyage, warfare, foreign, fierce, saga, descendants, brew, weave, chieftain, herdsman, sea chest, hoard</p>
	<p>The struggle for the Kingdom of England - Edward the Confessor AD 1016-1066</p> <p>Development of Britain Viking King Cnut ruled England fiercely. Edward went into exile until he was the only successor to the throne. Edward owned lots of land as King and ruled through 3 Earls. Many killings to stop others coming to the throne, especially the Godwins (who killed Edward's family members). Edward never had children and Godwin succeeded Edward to the throne.</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Beliefs Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>	<p>Vikings, warriors, independent kingdoms, Edward the Elder, King Alfred, raiders, Danegeld, Edward the Confessor</p>
Year 5	<p>The Triple Trawler Tragedy St Romanus sank 11th Jan 1968 St Peridot sank 26th Jan 1968 Ross Cleveland sank 4th Feb 1968</p> <p>Influence/impact on changes to society Lillian Bilocca – campaigned to improve safety in fishing.</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Beliefs Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>	<p>Docks, trawler, Ross Cleveland, St Romanus., Kingston Peridot, Iceland, North Sea, headscarf revolutionaries, maritime, parliament, haddock, cod, pollock, Alaska, Hull</p>
	<p>Romans Lots of key dates and events</p>	<p>Chronological work Use of Historical vocabulary</p>	<p>Travel & Exploration Beliefs</p>	<p>Roman, Angloe Saxon, Celtic,</p>

	<p>(see knowledge map) dating from August 55BC to 410AD</p> <p>July 53AD Julius Caesar invaded Britain 47-50AD London founded 77-400AD life in Roman Britain 360AD attacks from Scots and Saxons 420 Last Roman leave Britain</p> <p>Development of Britain Ruled through a government. Strong military and development of an economy.</p>	<p>Asking & answering questions Research & sources Compare & contrast</p>	<p>Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>	<p>Boudicca, hill fort, tribe, trade, hypocaust, forum, basilica, mosaic, chariot, legion, troops</p>	
	<p>Ancient Egyptians 3000BC to 30BC</p> <p>Other areas of the world compared to Britain During the Bronze/Iron Ages & Roman era in Britain. Egyptians ruled like gods. Had a structure for ruling the country (Pharaohs & dynasties). Compare to Britain.</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Beliefs Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>	<p>Ancient Egypt, hieroglyphics, sakia, shaduf, tombs, pyramids, Gods, Nile</p>	
<p>Year 6</p>	<p>WW2 1st September 1939- 2nd September 1945 Evacuation of children (100,000) to the countryside - June 13th-18th, 1940 Battle of Britain 10 July 1940 – 31 October 1940 The Blitz - 7th September 1940 - 11th May 1941 Rationing - January 1940-June 1954 Influence/impact on changes to society</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Beliefs Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>	<p>Blackout, Blitz, evacuation, rationing, bias, propaganda, Hitler, Chamberlain, Churchill, allies, munitions, sexism, psychological, urban, rural,</p>	

<p>Reason for WWII. Society before, during and after WWII. Impact on women.</p>					
<p>Ancient Greece circa. 800 BC - 600 AD</p> <p>Other areas of the world compared to Britain During the early Iron Age in Britain. Formed democracy. Strong beliefs in gods. Compare to Britain. Compare to Ancient Egyptians belief in gods.</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions</p> <p>Research & sources Compare & contrast</p>	<p>Travel & Exploration Beliefs Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>		<p>Athens Sparta Gods and Goddesses Myths and legends Mount Olympus, agora, philosophers, tyrant</p>	
<p>Mayan Civilisation 2600BC/1800BC - 250AD</p> <p>Other areas of the world compared to Britain 2600BC – 1800BC (Neolithic in England). First society developing agriculture. Strong belief in gods. Compare to Ancient Egyptians & Ancient Greeks beliefs.</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions</p> <p>Research & sources Compare & contrast</p>	<p>Travel & Exploration Beliefs Food & Farming Conflict Settlements Location Culture & Pastimes Society</p>		<p>Pyramids, ceremonies, civilisation, peninsula, lowlands, hieroglyph, syllable glyphs, astronomers, plaza, codices, codex</p>	