



History Long Term Curriculum Plan

History at a Glance at Eastfield Primary School					
Autumn		Spring		Summer	
EYFS	Understanding the World (Past and Present)				
	Immediate family history, Birth to now Daily routine Past and present parks Past and present Christmas gifts Remembrance day story Guy Fawkes- Bonfire night	Memories: Families at Christmas Humpty Dumpty – Monarchy- King and Kings men. Castles	People who help us- roles in society, past and present. Recall their trip to a farm in chronological order.		
Year 1		Spring - Changes within living memory: Toys – old and new	Summer - Famous People, place and events: Grace Darling		
Year 2		Spring - Events beyond living memory: The Great Fire of London 1666	Summer - The lives of significant individuals: Amy Johnson		
Year 3		Spring - The Stone-Age 800000BCE-43CE	Summer - The Romans and the impact on Britain 43CE-410CE		
Year 4	Autumn - The Anglo-Saxons and Scots in Britain 410CE-800CE	The Vikings and Anglo-Saxons in Britain 790CE-1066CE	Summer - Ancient Civilisation (option) Ancient Egypt 3150BCE-30BCE		
Year 5	Autumn - A Local History Study: The Anti-Slave Movement	Spring - A non-European society that provides contrasts with British history – (Mayan civilisation c.AD900)			
Year 6	Autumn - A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (WW2)		Summer - Ancient Greece – a study of Greek life and achievements and their influence on the western world		



History at Eastfield Primary School			
	<p>Understanding the World</p> <p>Children will be recalling their experiences with their family. They will think about how they have grown and changed over time and look at their baby pictures and compare themselves, to now. The children will be taught a range of new vocabulary to enable them to talk expressively about how things change over time. They will learn about key events in history such as Remembrance day and Guy Fokkes. Children will use the past tense to describe something that has happened in the past (day, week, month, year) and look at their daily routines as a starting point of learning that past events are re-told in a chronological order. They will use stories to help them make links to past and present, look at how roles in society have changed over time.</p> <p>3–4-year-old Begin to make sense of their own life-story and family’s history.</p> <p>Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Past and Present Children at the expected level of development will: - 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. Talk about the people around them and their roles in society.</p>		
Year 1	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Spring - Changes within living memory: Toys – old and new <u>Similarity and Difference</u> Compare and contrast toys from 100 years ago to present day and how developments in technology have had an impact on the change in materials used to make toys.</p> <p><u>Continuity and Change</u> Pupils will identify things that have stayed the same and things that have changed between their own life and the toys they play with and also beyond living memory with a focus on games. They will handle artefacts, make observations and simple comparisons and ask questions such as Why would you use this? When would you use this? When in the past is it from? Pupils will understand some ways we find out about the past – people recounting memories and museums. Pupils will sequence events in their own lives and 3 or 4 artefacts from beyond living memory. They will understand that we can find out about the past in different ways.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Summer - Famous People, place and events: Grace Darling <u>Similarity and Difference</u> Pupils will make observations about different types of people, events, beliefs within a period (Victorian) and compare it with life today.</p> <p><u>Continuity and Change</u> Pupils will focus on things that have changed or stayed the same between their own life and life at different times beyond living memory. They will compare and contrast changes that have been made in a particular period of time- focussing on society at that time (working life, home life, school life, education) Link to changes in materials, changes in what they see around them and things that stay the same in their life and with things around them.</p> <p><u>Cause and Consequence</u> Pupils will recognise why people did things, why events happened and what happened as a result. Why did this event occur? What happened after the event? Why did someone act like they did? (Develop Empathy)</p> </td> </tr> </table>	<p>Spring - Changes within living memory: Toys – old and new <u>Similarity and Difference</u> Compare and contrast toys from 100 years ago to present day and how developments in technology have had an impact on the change in materials used to make toys.</p> <p><u>Continuity and Change</u> Pupils will identify things that have stayed the same and things that have changed between their own life and the toys they play with and also beyond living memory with a focus on games. They will handle artefacts, make observations and simple comparisons and ask questions such as Why would you use this? When would you use this? When in the past is it from? Pupils will understand some ways we find out about the past – people recounting memories and museums. Pupils will sequence events in their own lives and 3 or 4 artefacts from beyond living memory. They will understand that we can find out about the past in different ways.</p>	<p>Summer - Famous People, place and events: Grace Darling <u>Similarity and Difference</u> Pupils will make observations about different types of people, events, beliefs within a period (Victorian) and compare it with life today.</p> <p><u>Continuity and Change</u> Pupils will focus on things that have changed or stayed the same between their own life and life at different times beyond living memory. They will compare and contrast changes that have been made in a particular period of time- focussing on society at that time (working life, home life, school life, education) Link to changes in materials, changes in what they see around them and things that stay the same in their life and with things around them.</p> <p><u>Cause and Consequence</u> Pupils will recognise why people did things, why events happened and what happened as a result. Why did this event occur? What happened after the event? Why did someone act like they did? (Develop Empathy)</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2</p>	<p>Spring - Events beyond living memory: The Great Fire of London 1666 <u>Cause and consequences</u> Pupils will develop their historical thinking skills by recognising why the Great Fire of London occurred, why it spread so quickly, who was affected by the fire and how this event changed London.</p> <p><u>Continuity and Change</u> Pupils will compare and contrast from extracts from the diary of Samuel Peyps changes in life in London from 1600's to today. They will focus on the changes in materials, changes in what they see around them and things that stay the same in their life and with things around them.</p> <p>Pupils will order events from the Great Fire of London from Samuel Peyps's diary and begin to develop their understanding a century as 100 years. They will choose and use parts of stories and other resources to show their understanding.</p>	<p>Summer - The lives of significant individuals: Amy Johnson <u>Significance</u> Talk about who was important e.g. in a simple historical account To discuss how historical events and people can impact on life after an event Amy Johnson - Why is she seen as significant? How have things changes as a result of this person? How do we know about them? How has this historical event impacted on life afterwards?</p> <p><u>Cause and Consequence</u> Pupils can recognise why Amy Johnson flew solo to Australia, why the events happened and what happened as a result. Why did this event occur? What happened after the event? Why did Amy act like she did? (Develop Empathy)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3</p>	<p>Spring - The Stone-Age 800000BCE-43CE <u>Similarity and Difference</u> Pupils will learn about the Stone Age and begin to understand the complexity of people's lives and the relationship between different groups. Pupils will make comparisons about the people and their lives at work and at home. They will understand how the nature of evidence used to understand history in this period in material rather than written. They will look at the impact on the landscape and existing artifacts to build up their enquiry thought and historical understanding.</p> <p><u>Continuity and Change</u> Children will be introduced to the idea that people have been living in Britain for a very long time. They can learn about the changes that occurred between the middle Stone Age (Mesolithic Times) to the Iron Age – a period of over 10,000 years! Pupils will be encouraged to recognise the continuities too. For example there is very little change in houses, house-building or settlement size, until well into the Iron Age.</p> <p>Pupils will focus on society and the economy to explain the change and continuity in the Stone Age, looking at the development of the economy from a mobile hunter-gatherer lifestyle to settled farming, contrasting long-distance trade and gift exchange to the adoption of coinage later on in the prehistoric period.</p> <p>Pupils will use artefacts to learn more about the time period.</p>	<p>Summer - The Romans and the impact on Britain 43CE-410CE <u>Cause and Consequence</u> Pupils will investigate the Roman invasion on Britain and identify and explain reasons for this event and the changes that followed. What caused the Romans to invade Britain and what were their impact on the people and beliefs of Britain's during their rule and what consequences of Roman invasion can we still see today in Britain? How did the Roman Invasion change the British landscape?</p> <p>Pupils will develop their chronological understanding by placing dates and events on a timeline, with a focus on the invasions and linking it to learning about why the Romans wanted to invade Britain and the consequence.</p> <p><u>Continuity and Change</u> Pupil will use society and culture as a historical focus and using this theme pupils will investigate in detail, the 'Romanisation' of Britain and the development of agriculture, urbanisation, industry and architecture through the key question, How did the Roman invasion change the way people lived, traded and socialised?</p>



<p>Year 4</p>	<p>Autumn - The Anglo-Saxons and Scots in Britain 410CE-800CE</p> <p><u>Similarities and Difference</u></p> <p>From learning about a new period in history, pupils will draw comparisons and contrasts to the Roman Invasions (that perhaps the Anglo-Saxons came to seek better farming land as they came from areas of Europe that flooded regularly and agreed to live harmoniously in settlements) Pupils will look at the ethnic diversity of the Anglo-Saxons and Scots in society, compared with the Romans. The children will learn that similarities and difference can unite people not just divide people using the Anglo-Saxons and Scots as an example.</p> <p><u>Continuity and Change</u></p> <p>Pupils will consider the values of Britishness in the context of an island nation and the many centuries of immigration. Pupils will investigate how the Christian religion spread widely at this time. Pupils will also look at how the Saxons influenced the English language we use today and the similarities between the counties we have today and the Saxon Shires.</p> <p><u>Cause and Consequence</u></p> <p>Children will look at the changes that happened when the Anglo- Saxons settled in Britain. They will understand the changes in democracy and national leadership (introduction of Shires). They will understand what changed with law and power during the time of the Anglo-Saxons.</p>	<p>Spring - The Vikings and Anglo-Saxons in Britain 790CE-1066CE</p> <p><u>Cause and Consequence</u></p> <p>Pupils will explore why the Vikings chose to invade Britain. Through the battles between the Saxons and the Vikings, pupils will understand the concept of treaties and other agreements which occurred, bringing battle to an end.</p> <p><u>Continuity and Change</u></p> <p>Pupils will investigate whether or not Vikings were invaders or settlers. They will use the political theme to explore how Britain changed as the Vikings settled. Pupils will study the Tynwald parliament to understand the changes to democracy and national leadership. Pupils will consider the role of migration in the developments of civilisations.</p>	<p>Summer - Ancient Civilisation (option) Ancient Egypt 3150BCE-30BCE</p> <p><u>Continuity and Change</u></p> <p>Pupils will explore life in Ancient Egypt with a social and cultural focus, looking at the everyday lives of people at work and home. They will look at how this changed and evolved during the historical period. Pupils will explore the role of the monarchy and study the evolution of class and status in Ancient Egypt.</p> <p><u>Significance</u></p> <p>Pupils will explore the significance of construction and technology and the relevance to today’s society. Pupils will research who built the pyramids and how and look at notable improvements in technology for that time including the construction of canal systems to support irrigation of crops, early ploughs and the first key-operated locks. Pupils will consider the impact this had on their civilization at the time and how many lives were affected as a result of these improvements (trade).</p> <p><i>Pupils will begin to look at primary and secondary sources and begin to evaluate the usefulness of different sources. They will use various sources to piece together information about Ancient Egypt with a social and cultural theme. Pupils will place dates and events on a timeline for the period and use BC/AD to show where the period sat in relation to the birth of Christ.</i></p>
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<p>Year 5</p>	<p>Autumn - A Local History Study: The Anti-Slave Movement</p> <p><u>Significance</u> Focusing on the work of William Wilberforce and the anti-slavery movement, pupils will learn about the consequences of the slave trade and the anti-slavery movement– how deeply people’s lives were affected before and after. Quantity – how many lives were affected, Durability – for how long people’s lives were affected and relevance – the significant effect the William Wilberforce campaign had on modern life.</p> <p><u>Cause and Consequence</u> Pupils will look at the long-term and short-term causes and consequences of the slave trade. (death, broken societies dealing with grief and anger) (Campaigns and changes to the law) Pupils will create a timeline of the changes and use more specific dates e.g. 8th May 1962 Pupils will begin to identify primary and secondary sources and compare accounts of events from different sources that have different opinions. Pupils will understand fact and opinion and offer some reasons for different versions of events</p>	<p>Spring - A non-European society that provides contrasts with British history – (Mayan civilisation c.AD900)</p> <p><u>Significance</u> Pupils will learn how important the improvements made during the Mayan times (writing, urbanization/architecture, astronomy, medicine and the number system) were on an international scale and why it would be considered significant, focusing on Relevance – the significant effect it has had on modern life. They will compare the similarities and differences in Mayan society, compared with Modern Britain.</p> <p><u>Continuity and Change</u> Pupils will focus on the rapid changes made to technology during this period due to the geographical location traversing Central America. Pupils will place key events from this period on a timeline and relate also to the time of Ancient Egypt. They may make comparisons in relation to the improvements in technology. Pupils will select relevant sections of information from sources to form conclusions linked to improvements in technology.</p>
<p>Year 6</p>	<p>Autumn - A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (WW2)</p> <p><u>Cause and Consequence</u> Pupils will evaluate how the event impacted Britain and Europe in the short term and long-term. They will identify the short term and long-term causes of the war and justify which causes were most important.</p> <p><u>Continuity and Change</u> When pupils learn about WW2 they will focus on the political theme and investigate changes relating to the impact of the war on legal rights, power and governments.</p> <p><u>Significance</u> Pupils will understand the significance of women during WW2 and how the role of a working woman evolved during the war and the importance of these roles. Pupils will consider how deeply people’s lives have been affected, how many lives have been affected and for how long people’s lives been affected and why. <i>Pupils must identify which sources are fact or opinion. They must be aware that different evidence will lead to different conclusions – some evidence may be persuading or giving a specific viewpoint.</i></p>	<p>Summer - Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><u>Continuity and Change</u> Pupils will explore the similarities and differences with life in Ancient Greece and today and what is left of the legacy of the ancient Greek period of history in our world today.</p> <p><u>Significance</u> Pupils will explore the Greek gift of democracy and relevance this has had on today’s society. <i>They will recognize primary and secondary sources and link sources to make their own conclusions to what Greeks considered important at that time.</i></p>