Су	cle A		SHAWLANDS PRIMARY SCHOOL Long Term Year Plan History Cycle A Even-Odd years (e.g. 2022-2023)	
	Autumn 1	Autumn 2	Spring, 1	Spring 2	
EYFS	To ensure that our children are year 1 ready by the end year 1. Please see the EYFS Long Term plan.	of EYFS, we have created a set	of curriculum goals to achieve by the end of reception	n. The curriculum goals run al	l ongside the ELGs ar
Year 1	Hospitals and Healthcare		Toys		Changing Barnsle
and 2	How did Florence Nightingale, Mary Seacole and Edith Cavell help to improve hospitals?		How have children's toys changed since our older relatives were little?		How has life char over time?
	The lives of significant individuals in the past who have contributed to national and international achievements.		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		Significant histori places in their ow
Year 3 and 4	Roman Empire				Ancient Egypt
ana 4	How did the Roman Empire impact Britain? Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about: the Roman Empire and its impact on Britain				What were the gra Ancient Egypt? Pupils should con chronologically se understanding of history, establishi and across the pe should note conne trends over time a appropriate use of should regularly of devise historically change, cause, sir and significance. informed response selection and orgo historical informa understand how of is constructed from Pupils should be t The achievements. – an overview of civilisations apped one of the followi Indus Valley; Anc
Year 5 and 6	Crime and punishment How has crime and punishment changed over time in Britain? Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.		Anglo Saxons, Vikings and Scots How did England change during the settlement of the Anglo-Saxons and Vikings? Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and		Dynasty of Ancier

	History.
Summer 1	Summer 2
and take into account where c	hildren need to be to start
<u>sley</u> ranged for people of Barnsley	
orical events, people and rvvn locality.	
greatest achievements of the	
ontinue to develop a , secure knowledge and of British, local and world shing clear narratives within periods they study. They unections, contrasts and e and develop the of historical terms. They y address and sometimes lly valid questions about similarity and difference, e. They should construct nses that involve thoughtful rganisation of relevant nation. They should v our knowledge of the past rom a range of sources. te taught: ts of the earliest civilisations of where and when the first peared and a depth study of wing: Ancient Sumer; The ancient Egypt; The Shang cient China	

They should note connections, contrasts and trends	across the periods they study. They should note	
over time and develop the appropriate use of	connections, contrasts and trends over time and	
historical terms. They should regularly address and	develop the appropriate use of historical terms.	
sometimes devise historically valid questions about	They should regularly address and sometimes	
change, cause, similarity and difference, and	devise historically valid questions about change,	
significance. They should construct informed	cause, similarity and difference, and	
responses that involve thoughtful selection and	significance. They should construct informed	
organisation of relevant historical information. They	responses that involve thoughtful selection and	
should understand how our knowledge of the past	organisation of relevant historical information.	
is constructed from a range of sources. Pupils	They should understand how our knowledge of	
should be taught:	the past is constructed from a range of sources.	
- changes in an aspect of social history, such as	In planning to ensure the progression described	
crime and punishment from the Anglo-Saxons to the	above through teaching the British, local and	
present.	world history outlined below, teachers should	
	combine overview and depth studies to help	
	pupils understand both the long arc of	
	development and the complexity of specific	
	aspects of the content. Pupils should be taught	
	about:	
	Britain's settlement by Anglo-Saxons and	
	Vikings and the struggle for the Kingdom of	
	England.	
	Britain's settlement by Anglo-Saxons and Scots	
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Cycle B		SHAWLANDS PRIMARY SCHOOL Long Term Year Plan History Cycle B Odd-Even years (e.g. 2021-2022)			
	Autumn 1	Autumn 2	Spring, 1	Spring 2	
EYFS	To ensure that our children are year 1 ready by the en start year 1. Please see the EYFS Long Term plan.	d of EYFS, we have created a	set of curriculum goals to achieve by the end of reception	r. The curriculum goals r	un alongside the E
Year 1 and 2	The Great Fire of London		Technology		Kings, Queens
	How did the Great Fire change London? Events beyond living memory that are significant nationally or globally.		How has technology changed over the last 60 years? Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		Where did King time? The lives of sig past who have international ad
Year 3 and 4	Stone Age to Iron Age How did daily life change in Britain from the Stone Age to the Iron Age?		Ancient Greece What were the greatest achievements of the Ancient Greeks?		<u>Coal mining</u> What was the i industry and th
	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught: - Changes in Britain from the Stone Age to the Iron Age		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world.		Pupils should c chronologically understanding history, establis within and acro They should no and trends over appropriate use should regularl devise historica change, cause, and significance informed respon selection and or historical inforr understand how past is construct sources. Pupils should b - a local
Year 5 and 6	<u>WW2</u>		Ancient Maya		
	Why was the Battle of Britain a significant turning point for the United Kingdom in World War Two? Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the		What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century? Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the		

	History
Summer 1	Summer 2
ELGs and take into account wh	ere children need to be to
rs and Castles	
ngs and Queens live through	
significant individuals in the ve contributed to national and achievements.	
te impact of the mining the disaster studies locally? d continue to develop a lly secure knowledge and og of British, local and world blishing clear narratives ucross the periods they study. note connections, contrasts ver time and develop the use of historical terms. They arly address and sometimes ically valid questions about se, similarity and difference, unce. They should construct ponses that involve thoughtful l organisation of relevant	
organisation of relevant ormation. They should now our knowledge of the ructed from a range of d be taught: cal history study	

appropriate use of historical terms. They	appropriate use of historical terms. They	
should regularly address and sometimes	should regularly address and sometimes	
devise historically valid questions about	devise historically valid questions about	
change, cause, similarity and difference,	change, cause, similarity and difference,	
and significance. They should construct	and significance. They should construct	
informed responses that involve thoughtful	informed responses that involve thoughtful	
selection and organisation of relevant	selection and organisation of relevant	
historical information. They should	historical information. They should	
understand how our knowledge of the past	understand how our knowledge of the past	
is constructed from a range of sources.	is constructed from a range of sources. In	
Pupils should be taught:	planning to ensure the progression	
- a study of an aspect or theme in	described above through teaching the	
British history that extends pupils'	British, local and world history outlined	
chronological knowledge beyond 1066	below, teachers should combine overview	
- a local history study	and depth studies to help pupils understand	
	both the long arc of development and the	
	complexity of specific aspects of the	
	content. Pupils should be taught about:	
	a non-European society that provides	
	contrasts with British history – one study	
	chosen could be, Mayan civilisation c. AD	
	900.	

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