

Cycle A

SHAWLANDS
PRIMARY SCHOOL

BETTER TOGETHER

Long Term Year Plan
History
Cycle A
Even-Odd years (e.g 2022-2023)

History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	To ensure that our children are year 1 ready by the end of EYFS, we have created a set of curriculum goals to achieve by the end of reception. The curriculum goals run alongside the ELGs and take into account where children need to be to start year 1. Please see the EYFS Long Term plan.					
Year 1 and 2	<p><u>Hospitals and Healthcare</u></p> <p>How did Florence Nightingale, Mary Seacole and Edith Cavell help to improve hospitals?</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>		<p><u>Toys</u></p> <p>How have children's toys changed since our older relatives were little?</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>		<p><u>Changing Barnsley</u></p> <p>How has life changed for people of Barnsley over time?</p> <p>Significant historical events, people and places in their own locality.</p>	
Year 3 and 4	<p><u>Roman Empire</u></p> <p>How did the Roman Empire impact Britain?</p> <p>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</p>				<p><u>Ancient Egypt</u></p> <p>What were the greatest achievements of the Ancient Egypt?</p> <p>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: The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	
Year 5 and 6	<p><u>Crime and punishment</u></p> <p>How has crime and punishment changed over time in Britain?</p> <p>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.</p>		<p><u>Anglo Saxons, Vikings and Scots</u></p> <p>How did England change during the settlement of the Anglo-Saxons and Vikings?</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and</p>			

	<p>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:</p> <ul style="list-style-type: none">- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.		<p>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:</p> <p>Britain's settlement by Anglo-Saxons and Vikings and the struggle for the Kingdom of England.</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>			
--	---	--	---	--	--	--

Cycle B



Long Term Year Plan
History
Cycle B
Odd-Even years (e.g 2021-2022)

History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	To ensure that our children are year 1 ready by the end of EYFS, we have created a set of curriculum goals to achieve by the end of reception. The curriculum goals run alongside the ELGs and take into account where children need to be to start year 1. Please see the EYFS Long Term plan.					
Year 1 and 2	<p><u>The Great Fire of London</u></p> <p>How did the Great Fire change London?</p> <p>Events beyond living memory that are significant nationally or globally.</p>		<p><u>Technology</u></p> <p>How has technology changed over the last 60 years?</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>		<p><u>Kings, Queens and Castles</u></p> <p>Where did Kings and Queens live through time?</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	
Year 3 and 4	<p><u>Stone Age to Iron Age</u></p> <p>How did daily life change in Britain from the Stone Age to the Iron Age?</p> <p>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</p>		<p><u>Ancient Greece</u></p> <p>What were the greatest achievements of the Ancient Greeks?</p> <p>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.</p>		<p><u>Coal mining</u></p> <p>What was the impact of the mining industry and the disaster studies locally?</p> <p>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: - a local history study</p>	
Year 5 and 6	<p><u>WW2</u></p> <p>Why was the Battle of Britain a significant turning point for the United Kingdom in World War Two?</p> <p>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</p>		<p><u>Ancient Maya</u></p> <p>What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century?</p> <p>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</p>			

	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- a local history study		<p>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:</p> <p>a non-European society that provides contrasts with British history – one study chosen could be, Mayan civilisation c. AD 900.</p>			
--	--	--	--	--	--	--