

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	<p>To know who is in their immediate and extended family.</p> <p>and can order key events of my own life.</p> <p>To comment on pictures of own life experiences and explain to others.</p>	<p>Understand the past through stories and non-fiction books about old and new.</p> <p>Understand and use the words 'old' and 'new'.</p>	<p>To know about significant individuals in history.</p> <p>To use language associated with time – today, tomorrow, yesterday, week, month, year.</p>	<p>To know about own life story To know how they have changed.</p> <p>Know some similarities and differences between myself as a baby and now,</p> <p>To discuss why some objects are old and some are new and how they know.</p>	<p>To order a sequence of up to 5 events.</p> <p>To talk about the lives of people around us.</p> <p>To know England has a king.</p>	<p>To understand and speak about events in the past, present and future.</p>
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.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>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"> - Changes in Britain from the Stone Age to the Iron Age 		<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.</p> <p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - a local history study 	

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 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.</p> <p>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">- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- a local history study		<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 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>		<p><u>Ancient Maya (Part 2)</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 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>	
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