

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

	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>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</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</p>		<p><u>The Old Kingdom</u></p> <p>What changes took place from the Old Kingdom up to the end of the Egyptian Empire?</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</p>	

	<p>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>Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>		<p>the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	
<p>Year 5 and 6</p>	<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. 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 an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.</p>		<p><u>Anglo Saxons 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 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: Britain's settlement by Anglo-Saxons and Vikings and the struggle for the Kingdom of England. Britain's settlement by Anglo-Saxons and Scots</p>		<p><u>Arrival of the Vikings</u></p> <p>How did Anglo-Saxon life change after the arrival of the 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 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: Britain's settlement by Anglo-Saxons and Vikings and the struggle for the Kingdom of England. Britain's settlement by Anglo-Saxons and Scots</p>	

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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 	

<p>Year 5 and 6</p>	<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 compared to the Anglo-Saxons</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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