History

Cycle A



## 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	To know who is in their immediate and extended family.	Understand the past through stories and non-fiction books about old and	To know about significant individuals in history.	To know about own life story To know how they have changed.	To order a sequence of up to 5 events.	To understand and speak about events in the past, present and future.
	and can order key events of my own	new.	To use language associated with time	Know some similarities and	To talk about the lives of people around us.	
	life.	Understand and use the words 'old' and 'new'.	– today, tomorrow, yesterday, week, month, year.	differences between myself as a baby and now,	To know England has a king.	
	To comment on pictures of own life experiences and explain to others.			To discuss why some objects are old and some are new and how they		
				know.		
Year 1 and 2	Hospitals and Healthcare		Toys		Changing Barnsley	
<b></b> -	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 changed for people of Barnsley over time?	
	The lives of significant individuals in		Changes within living memory. Where appropriate, these should be used to		Significant historical events, people and places in their own locality.	
	the past who have contributed to national and international		reveal aspects of change in national life.			
	achievements.					
Year 3 and 4	Roman Empire		Ancient Egypt		The Old Kingdom	
ana 4	How did the Roman Empire impact		What were the greatest		What changes took place from the	
	Britain?		achievements of the Ancient Egypt?		Old Kingdom up to the end of the Egyptian Empire?	
	Pupils should continue to develop a		Pupils should continue to develop a			
	chronologically secure knowledge and		chronologically secure knowledge and		Pupils should continue to develop a	
	understanding of British, local and		understanding of British, local and		chronologically secure knowledge and	
	world history, establishing clear		world history, establishing clear		understanding of British, local and	
	narratives within and across the		narratives within and across the		world history, establishing clear	
	periods they study. They should note		periods they study. They should note		narratives within and across the	
	connections, contrasts and trends over		connections, contrasts and trends over		periods they study. They should note	
	time and develop the appropriate use		time and develop the appropriate use		connections, contrasts and trends over	
	of historical terms. They should		of historical terms. They should		time and develop the appropriate use	
	regularly address and sometimes		regularly address and sometimes		of historical terms. They should	
	devise historically valid questions		devise historically valid questions		regularly address and sometimes	
	about change, cause, similarity and		about change, cause, similarity and		devise historically valid questions	
	difference, and significance. They		difference, and significance. They		about change, cause, similarity and	
	should construct informed responses		should construct informed responses		difference, and significance. They	
	that involve thoughtful selection and		that involve thoughtful selection and		should construct informed responses	
	organisation of relevant historical		organisation of relevant historical information. They should understand		that involve thoughtful selection and	
	information. They should understand how our knowledge of the past is		how our knowledge of the past is		organisation of relevant historical information. They should understand	
	constructed from a range of sources.		constructed from a range of sources.		how our knowledge of the past is	
	In planning to ensure the progression		Pupils should be taught:		constructed from a range of sources.	
	described above through teaching the		The achievements of the earliest		Pupils should be taught:	
	British, local and world history		civilisations – an overview of where		The achievements of the earliest	
	outlined below, teachers should		and when the first civilisations		civilisations – an overview of where	
	combine overview and depth studies		appeared and a depth study of one of		and when the first civilisations	
	to help pupils understand both the		the following: Ancient Sumer; The		appeared and a depth study of one of	

long arc of development and the	Indus Valley; Ancient Egypt; The	the following: Ancient Sumer; The	
complexity of specific aspects of the	Shang Dynasty of Ancient China	Indus Valley; Ancient Egypt; The	
content. Pupils should be taught	Grandy 2 grandly of restored Grands	Shang Dynasty of Ancient China	
about:		ortaining 2 greating of rivides to cruit to	
the Roman Empire and its impact on			
Britain			
Si control			
Year 5 and 6 Crime and punishment	Anglo Saxons and Scots	Arrival of the Vikings	
How has crime and punishment	How did England change during the	How did Anglo-Saxon life change	
changed over time in Britain?	settlement of the Anglo-Saxons and	after the arrival of the Vikings?	
•	Vikings?		
Pupils should continue to develop a		Pupils should continue to develop a	
chronologically secure knowledge and	Pupils should continue to develop a	chronologically secure knowledge and	
understanding of British, local and	chronologically secure knowledge and	understanding of British, local and	
world history, establishing clear	understanding of British, local and	world history, establishing clear	
narratives within and across the	world history, establishing clear	narratives within and across the	
periods they study. They should note	narratives within and across the	periods they study. They should note	
connections, contrasts and trends over		connections, contrasts and trends over	
time and develop the appropriate use	connections, contrasts and trends over	time and develop the appropriate use	
of historical terms. They should	time and develop the appropriate use	of historical terms. They should	
regularly address and sometimes	of historical terms. They should	regularly address and sometimes	
devise historically valid questions	regularly address and sometimes	devise historically valid questions	
about change, cause, similarity and	devise historically valid questions	about change, cause, similarity and	
difference, and significance. They	about change, cause, similarity and	difference, and significance. They	
should construct informed responses	difference, and significance. They	should construct informed responses	
that involve thoughtful selection and	should construct informed responses	that involve thoughtful selection and	
organisation of relevant historical	that involve thoughtful selection and	organisation of relevant historical	
information. They should understand	organisation of relevant historical	information. They should understand	
how our knowledge of the past is	information. They should understand	how our knowledge of the past is	
constructed from a range of sources.	how our knowledge of the past is	constructed from a range of sources.	
Pupils should be taught:	constructed from a range of sources.	In planning to ensure the progression	
- changes in an aspect of social	In planning to ensure the progression	described above through teaching the	
history, such as crime and	described above through teaching the	British, local and world history	
punishment from the Anglo-Saxons to		outlined below, teachers should	
the present.	outlined below, teachers should	combine overview and depth studies	
	combine overview and depth studies	to help pupils understand both the	
	to help pupils understand both the	long arc of development and the	
	long arc of development and the	complexity of specific aspects of the	
	complexity of specific aspects of the	content. Pupils should be taught	
	content. Pupils should be taught	about:	
	about:	Britain's settlement by Anglo-Saxons	
	Britain's settlement by Anglo-Saxons	and Vikings and the struggle for the	
	and Vikings and the struggle for the	Kingdom of England	
	Kingdom of England	Britain's settlement by Anglo-Saxons	
	Britain's settlement by Anglo-Saxons	and Scots	
	and Scots		



History

	Odd-Even years (e.g. 2021-2022)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	To know who is in their immediate and extended family.	Understand the past through stories and non-fiction books about old and new.	To know about significant individuals in history.	To know about own life story To know how they have changed.	To order a sequence of up to 5 events.  To talk about the lives of people around	To understand and speak about events in the past, present and future.
	and can order key events of my own life.	Understand and use the words 'old'	To use language associated with time – today, tomorrow, yesterday, week,	Know some similarities and differences between myself as a baby and now,	us.	present una juan e.
	To comment on pictures of own life	and 'new'.	month, year.	To discuss why some objects are old	To know England has a king.	
	experiences and explain to others.			and some are new and how they know.		
Year 1 and 2	The Great Fire of London		Technology.		Kings, Queens and Castles	
	How did the Great Fire change London?		How has technology changed over the last 60 years?		Where did Kings and Queens live through time?	
	Events beyond living memory that are significant nationally or globally.		Changes within living memory. Where appropriate, these should be used to		The lives of significant individuals in the past who have contributed to	
			reveal aspects of change in national life.		national and international achievements.	
Year 3 and 4	Stone Age to Iron Age		Ancient Greece		Coal mining	
	How did daily life change in Britain from the Stone Age to the Iron Age?		What were the greatest achievements of the Ancient Greeks?		What was the impact of the mining industry and the disaster studies	
	Pupils should continue to develop a		Pupils should continue to develop a		locally?	
	chronologically secure knowledge and		chronologically secure knowledge and		Pupils should continue to develop a	
	understanding of British, local and		understanding of British, local and		chronologically secure knowledge and	
	world history, establishing clear		world history, establishing clear		understanding of British, local and	
	narratives within and across the		narratives within and across the		world history, establishing clear narratives within and across the	
	periods they study. They should note connections, contrasts and trends over		periods they study. They should note connections, contrasts and trends over		periods they study. They should note	
	time and develop the appropriate use of		time and develop the appropriate use of		connections, contrasts and trends over	
	historical terms.		historical terms. They should regularly		time and develop the appropriate use of	
	They should regularly address and		address and sometimes devise		historical terms. They should regularly	
	sometimes devise historically valid		historically valid questions about		address and sometimes devise	
	questions about change, cause,		change, cause, similarity and		historically valid questions about	
	similarity and difference, and		difference, and significance. They		change, cause, similarity and	
	significance.		should construct informed responses		difference, and significance. They	
	They should construct informed		that involve thoughtful selection and		should construct informed responses	
	responses that involve thoughtful		organisation of relevant historical		that involve thoughtful selection and	
	selection and organisation of relevant		information. They should understand		organisation of relevant historical	
	historical information. They should understand how our knowledge of the		how our knowledge of the past is constructed from a range of sources.		information. They should understand how our knowledge of the past is	
	past is constructed from a range of		Pupils should be taught about: Ancient		constructed from a range of sources.	
	sources.		Greece — a study of Greek life and		Pupils should be taught:	
	Pupils should be taught:		achievements and their influence on the		- a local history study	
	- Changes in Britain from the Stone		western world.			
	Age to the Iron Age					

Year 5 and 6	WW2
	Why was the significant to United Kingd
	Pupils should chronological

Why was the Battle of Britain a significant turning point for the Inited Kingdom in World War Two?

d continue to develop a lly 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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- a local history study

## Ancient Maya

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 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: a non-European society that provides contrasts with British history - one study chosen could be, Mayan civilisation c. AD 900.

Ancient Maya compared to the Anglo-Saxons

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 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: a non-European society that provides contrasts with British history – one study chosen could be, Mayan civilisation c. AD 900.