History Long Term Plan

School Organisation

Pupils are currently organised within the following classes:

Class 1 EYFS – Nursery and Reception

Class 2 Year 1 and Year 2

Class 3 Year 3 and Year 4

Class 4 Year 5 and Year 6

EYFS Curriculum

The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Practitioners encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' Use of language relating to time is used in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'.

The curriculum across EYFS is based on the progression of skills from 2-5 years. Themes are adapted based on children's interests.

KS1 and KS2 Curriculum

Curriculum planning has been designed carefully to ensure that the curriculum in Key Stages 1 and 2 meets the expectations of the National Curriculum. Subject Leaders have rigorously planned the curriculum cycles so that all pupils are taught the curriculum, in a sequence which ensures that learning builds on prior learning, no matter how pupils travel through the school.

In KS1, pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In KS2, 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.

Themes running through the history curriculum include Community and Culture; Conflict and Disaster; Exploration and Invention; Governance.

Medium Term Planning

Unit planning has developed over the years, following subject specific training. Unit plans support staff in their planning and teaching, ensuring that they are covering the National Curriculum objectives identified in the long-term planning.

HISTORY LONG TERM PLAN – EYFS
Early Learning Goal: Past and Present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

HISTORY LONG TERM PLAN – YEAR 1/2			
Cycle	**Autumn Term**	**Spring Term**	**Summer Term**
A	**The Great Fires of London and Gateshead** Events that are beyond living memory that are significant nationally and globally	**To Bravely Go! Explorers and Adventurers** The lives of significant individuals in the past who have contributed to national and international achievements.	**When Two Queens ruled – Victoria and Elizabeth II** The lives of significant individuals in the past who have contributed to national and international achievements
B	**George Stephenson, Stockton and Darlington Railway** Local History Study A significant turning point in British history	**The Wright Brothers** Events that are beyond living memory that are significant nationally and globally.	**Oh I Do Like to be Beside the Seaside - Seaside Holidays past and present** Changes within a local area - Saltburn

HISTORY LONG TERM PLAN – YEAR 3/4			
Cycle	**Autumn Term**	**Spring Term**	**Summer Term**
A	**Britain's first builders** Changes in Britain from the Stone Age to the Iron Age	**The Romans in Britain** The Roman Empire and its impact on Britain	**Roman withdrawal from Britain, Anglo Saxon invasion, settlement and kingdoms** Britain's settlement by Anglo-Saxons and Scots
B	**Ancient Egyptians** The achievements of the earliest civilizations		**Ancient Greeks** Greek Life and achievements and their influence on the Western World

HISTORY LONG TERM PLAN – YEAR 5/6			
Cycle	**Autumn Term**	**Spring Term**	**Summer Term**
A	**The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** Local history Link: Lindisfarne, Jarrow, Bede Danelaw	**The Industrial Revolution** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history	**Crime and Punishment** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
B	**Mayan civilization** A non-European society that provides contrasts with British history	**Second World War** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history	**The rise and fall of the steel industry in Britain - Consett Steelworks** A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality