



Rotation A

History Long Term Plan

3 Class Scenario (September 2021 – July 2022)

	Autumn	Spring	Summer
YR/1	<p><u>HistoEYFS</u></p> <ul style="list-style-type: none"> -Know about similarities and differences between things in the past and now, drawing on their experiences. <p><u>Year 1</u></p> <ul style="list-style-type: none"> -Develop awareness of the past, using common words and phrases relating to the passing of time -Describe and explain changes within living memory 	<p><u>EYFS</u></p> <ul style="list-style-type: none"> - Understand the past through settings, characters and events encountered in books and storytelling. <p><u>Year 1</u></p> <ul style="list-style-type: none"> -Events beyond living memory that are significant nationally or globally -Significant historical events, people and places in their own locality (this could include a study of a local castle) 	<p><u>EYFS</u></p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. <p><u>Year 1</u></p> <ul style="list-style-type: none"> -The lives of individuals in the past who have contributed to national or international achievements. - This could include comparing aspects of life between Florence Nightingale and Mary Seacole.
Y2/3/4	<p>History topic taught discretely where content differs.</p> <p>Ferryhill, County Durham and Me</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -How have I changed? -How has Ferryhills changed in my life? -Significant historical event, people or places in this locality (North East / County Durham), Norman Cornish <p><u>Year 3 & 4</u></p> <ul style="list-style-type: none"> -A study over time tracing how several aspects of national history are reflected in the locality (this could be to do with Durham Cathedral and the Norman invasion, for example). 	<p>History topic taught discretely where content differs.</p> <p>Victorian Britain</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -The lives of significant individuals in the past (who were alive during the Victorian Era) such as Florence Nightingale, Mary Seacole, Queen Victoria, George Stephenson. Some should be used to compare aspects of life in different periods. <p><u>Year 3 & 4</u></p> <ul style="list-style-type: none"> -A study of an aspect or theme in British history that extends chronological knowledge beyond 1066 – the changing power of monarchs. Comparing Queen Victoria’s power to our Queen. -A significant turning point in British history: the development of railways (link to last term’s work on the locality) or the Industrial Revolution. 	<p>History topic taught discretely where content differs.</p> <p>Great Fire of London</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> -Events beyond living memory that are significant nationally: the Great Fire of London. -Look at the causes of the fire and the reasons it spread. Compare to Ancient Greek achievements and settlements to decide whether it would have happened if the Ancient Greeks had been in charge? <p>Ancient Greeks</p> <p><u>Year 3 & 4</u></p> <ul style="list-style-type: none"> -A study of Ancient Greek life and their achievements and their influence on the western world. -Include work on their settlements and scientific advances. Use this knowledge to answer the topic question.
Y5/6	<p>Could you live in an Iron Age hill fort?</p> <ul style="list-style-type: none"> -Iron Age hill forts -Tribal kingdoms -Farming 	<p>Who were the early law makers?</p> <ul style="list-style-type: none"> -Anglo- Saxon law and justice 	<p>How could Hitler have convinced a nation like Germany to follow him?</p> <ul style="list-style-type: none"> -WW2 focus

	<p>-Art and culture.</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p><u>Year 5 & 6</u></p> <ul style="list-style-type: none"> -Develop increasingly secure chronological knowledge and understanding of history, local, British and world -Put events, people, places and artefacts on a time-line 	<p>The Viking and Anglo-Saxon struggle for the kingdom of England.</p> <p><u>Year 5 & 6</u></p> <ul style="list-style-type: none"> -Begin to offer explanations about why people in the past acted as they did -Devise, ask and answer more complex questions about the past, considering key concepts in history -Select sources independently and give reasons for choices -Analyse a range of source material to promote evidence about the past -Construct and organise response by selecting and organising relevant historical data -Use correct terminology to describe events in the past 	<p>A study of an aspect in British history that extends pupil's chronological knowledge past 1066</p> <p><u>Year 5 & 6</u></p> <ul style="list-style-type: none"> -Develop increasingly secure chronological knowledge and understanding of history, local, British and world -Record knowledge and understanding in a variety of ways, using dates and key terms appropriately -Begin to offer explanations about why people in the past acted as they did -Understand that the past is represented and interpreted in different ways and give reasons for this -Give reasons why some events, people or developments are seen as more significant than others
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