

# History Long term plan outline



Year	Autumn	Spring	Summer			
EYFS	<p><b>Disciplinary knowledge focus:</b> 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.</p>					
2Y/YN * Significant times	<p>All about me/ Marvellous me *Autumn/Harvest</p> <p><b>Curriculum links:</b> Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.</p> <p>Has a sense of own immediate family and relations and pets.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p><b>Focus: Awareness of self Awareness of people that are important in our lives</b></p>	<p>Nursery rhymes/ People who Help us *Christmas/ Celebrations</p> <p><b>Curriculum links:</b> Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p> <p>Shows an interest in different occupations and ways of life indoors and outdoors.</p> <p><b>Focus: Talk about things that have already happened. Early vocabulary linked to the past.</b></p>	<p>Food, glorious food! / I wonder</p> <p><b>Curriculum links:</b> Is interested in photographs of themselves and other familiar people and objects.</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p><b>Focus: using familiar routines to explain the past. Talking about something they have experienced.</b></p>	<p>Things that Move/ All Creatures Great and Small *Easter</p> <p><b>Curriculum links:</b> Is interested in photographs of themselves and other familiar people and objects.</p> <p>Talks about some of the ways they have changed over their life linked to life cycles.</p> <p><b>Focus: using familiar routines to explain the past. Talking about something they have experienced.</b></p>	<p>Amazing Animals/ Once Upon a Time</p> <p><b>Curriculum links:</b> Enjoys stories about people and nature (birds, bees, snails, cats, dogs etc) and is interested in photographs of themselves with these.</p> <p>Talks about some of their own and their family's history.</p> <p><b>Focus: Talk about things that have already happened. Early vocabulary linked to the past.</b></p>	<p>Plants and Flowers/ I do like to be beside the seaside!</p> <p><b>Curriculum links:</b> Enjoys stories about people and nature (birds, bees, snails, cats, dogs etc) and is interested in photographs of themselves with these.</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p><b>Focus: Talk about things that have already happened. Early vocabulary linked to the past.</b></p>
YR	<p>Into the Woods *Autumn/Harvest</p> <p><b>Curriculum links:</b> 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.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Focus: Awareness of the passage of time and their past.</b></p>	<p>Sky Full of Stars *Christmas/ Celebrations</p> <p><b>Curriculum links:</b> : Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>Focus: Know that some events are important to us.</b></p>	<p>Are We There Yet?</p> <p><b>Curriculum links:</b> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Focus: talking about experiences through stories.</b></p>	<p>Animal Kingdom *Easter</p> <p><b>Curriculum links:</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>Focus: know that the past extend beyond their lives.</b></p>	<p>Dream Big Our community</p> <p><b>Curriculum links:</b> Talk about the lives of the people around them and their roles in society.</p> <p><b>Focus: know that the past extend beyond their lives</b></p>	<p>Dream Big *Worship</p> <p><b>Curriculum links:</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>Focus: know that the past extend beyond their lives</b></p>

KS1	<p><b>Disciplinary knowledge focus:</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Chronology (sequence), knowledge of very recent past, use of common words, asking and answering simple questions for enquiry, similarity and difference, change.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>As above, progressing to longer periods of time, (to 100 years ago and beyond), ordering events that they know about and others that are significant, local to national.</li> </ul> <p><b>Unit Themes:</b> What change means for them  Change over time in childhood/ family, homes, jobs, transport, wider community  Significant people, places and events, (why and how they are significant)</p>					
1	<p><b>How do I make History?</b></p> <p><b>NC ref:</b> changes within living memory</p> <p><b>Focus:</b> My timeline, family history, Christmas now and in the recent past, changes in the UK in the last ten years.</p>	<p><b>How can I be a History Detective in Thornley?</b></p> <p><b>NC Ref:</b> changes within living memory, places in locality</p> <p><b>Focus:</b> Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.</p>	<p><b>Who has helped make History?</b></p> <p><b>NC ref:</b> Significant individuals in the past, local significant individuals</p> <p><b>Focus:</b> use of historical interpretations, chronology over less familiar period, thinking about historical significance.</p>			
2	<p><b>Who has achieved a Fantastic first?</b></p> <p><b>NC ref:</b> Significant people and events beyond living memory that are significant globally or nationally</p> <p><b>Focus:</b> Chronology over longer timeframe, comparing events, finding out about significance.</p>	<p><b>Why do we remember the Titanic?</b></p> <p><b>NC ref:</b> Significant events beyond living memory globally and nationally</p> <p><b>Focus:</b> Thinking about historical significance, using primary sources. Chronology over longer timeframe, comparing places/events, finding out about significance.</p>	<p><b>How have holidays changed in the last 100 years?</b></p> <p><b>NC ref:</b> Changes within living memory and beyond. Significant places in our own locality.</p> <p><b>Focus:</b> Identifying change and its causes. Forming an interpretation, use of primary sources. Use of historic local environment e.g. Saltburn.</p>			

KS2	<p><b>Disciplinary knowledge focus:</b>  <b>LKS2</b></p> <ul style="list-style-type: none"> <li>Building a coherent knowledge of chronology, knowledge of wider context, use of specific vocabulary, interrogating sources for enquiry, continuity and change across periods, links to other periods / civilisations.</li> </ul> <p><b>UKS2</b></p> <ul style="list-style-type: none"> <li>As above, progressing to wider overview, looking at events occurring concurrently, evaluating sources, looking at lasting impact and comparisons to locations/ now/ across time periods.</li> </ul> <p><b>U</b></p> <p><b>nit Themes:</b> Civilisation and power (period overview) / world view, society, buildings and housing, beliefs, culture, conflict and trade, impact and change.</p>		
3	<p><b>Who were Britain's first builders?</b></p> <p><b>NC ref:</b> Changes in Britain Stone Age to Iron Age</p> <p><b>Focus:</b> chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations</p>		<p><b>Why did the Ancient Egyptians build pyramids?</b></p> <p><b>NC ref:</b> Achievements of earliest civilisations - Ancient Egypt</p> <p><b>Focus:</b> key features of early civilisation, chronology ( sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences).</p>
4	<p><b>What was impact of the Greeks on my world?</b></p> <p><b>NC Ref:</b> Ancient Greece; achievements and influence</p> <p><b>Focus:</b> Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p>	<p><b>What was daily life like for Romans in Britain?</b></p> <p><b>NC ref:</b> The Roman Empire and its impact on Britain</p> <p><b>Focus:</b> Key features of a global empire, chronology (duration) similarity and difference of experiences within the period (rich/poor, men/women/child, slave/ free) use of primary sources – supported inference and lines of enquiry</p>	<p><b>Why did the Romans march through County Durham?</b></p> <p><b>NC ref:</b> A Local history study</p> <p><b>Focus:</b> Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist's views, built models)</p>
5	<p><b>What happened when the Romans left Britain?</b></p> <p><b>NC ref:</b> Britain's settlement by the Anglo Saxons and Scots</p> <p><b>Focus:</b> Key features of Anglo Saxon Britain, chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.</p>	<p><b>Can we know what the Vikings were really like?</b></p> <p><b>NC Ref:</b> The Viking and Anglo-Saxon struggle for England to 1066</p> <p><b>Focus:</b> Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p>	<p><b>How were the Mayans making history in the year 1000?</b></p> <p><b>NC ref:</b> non-European society that provides contrast to British history</p> <p><b>Focus:</b> Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations.</p>
6	<p><b>Has the power of the Monarch changed in Britain?</b></p> <p><b>NC ref:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Focus:</b> Key features of the power of the monarch, chronology (sequence and duration), case studies and significance. Use of information texts and historian's interpretations.</p>	<p><b>SATS focus</b></p>	<p><b>What's in a name?</b></p> <p><b>NC Ref:</b> Local History unit –stately homes</p> <p><b>Focus:</b> Chronological security, use of primary sources and environment for enquiry, similarity and difference of experience at a point in the past, locally.</p>