

## History Long Term Plan

Subject Leader		Elizabeth Bammeke		Curriculum Framework	Opening Worlds
<b>EYFS</b>	<b>Understanding the World: Past and Present</b>			<p><b>Children at the expected level of development will be able to:</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	
	<b>Understanding the World: people, culture and communities</b>			<p><b>Children at the expected level of development will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>Explain some similarities and differences between life in other countries, drawing on knowledge from stories, non-fiction texts and - where appropriate- maps.</li> </ul>	

## History – Long Term Plan (from September 2024)

		Autumn	Spring	Summer
<b>Year 1</b>	<b>Topic</b>	<b>Elizabeth II</b> <i>How did life change through the Queen's reign?</i>	<b>Using photographs to understand the recent and local past</b> <i>What was life like for our families growing up?</i>	<b>Great change makers of the world</b>
	<b>Disciplinary focus</b>	Continuity and change	Similarity and difference	Significance
	<b>National Curriculum</b>	Changes within living memory, changes in national life	Significant historical events, people and places in their own locality	Lives of significant individuals Events beyond living memory
<b>Year 2</b>	<b>Topic</b>	<b>Ships and seafarers through time (focus on the travels of Christopher Columbus)</b>	<b>Queen Victoria and the Victorian period</b>	<b>Stone Age Iron Age (half term each)</b>
	<b>Disciplinary focus</b>	Continuity and change	Significance	Continuity and change
	<b>National Curriculum</b>	Lives of significant individuals Events beyond living memory	Lives of significant individuals Events beyond living memory	Changes in Britain from the Stone Age to the Iron Age (KS2 objective)

In 2023-2024 Year 1 & Year 2 will continue to study older units of History while the Opening Worlds framework is developed.

## History – Long Term Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Topic	Ancient Egypt	Cradles of civilisation	Indus Valley	Persia and Greece	Ancient Greece	Alexander the Great
	Disciplinary focus	Continuity and change	Similarity and difference	Evidential thinking	Similarity and difference	Evidential thinking	Causation
	Key Question	<i>How much did Ancient Egypt change over time?</i>	<i>How similar and how different were Ancient Sumer and Ancient Egypt?</i>	<i>How do we know about the Indus Valley civilisation?</i>	<i>What did Greek city states have in common?</i>	<i>What can Historians learn from the courses from Ancient Greece?</i>	<i>How did Alexander the Great conquer so much land?</i>
Year 4	Topic	The Roman Republic	The Roman Empire	Roman Britain	Christianity in the three empires (300-600CE)	Islamic civilisations- Arabia and early Islam	Islamic civilisations- the rise of Islam
	Disciplinary focus	Similarity and difference	Evidential thinking	Evidential thinking	Similarity and difference	Change and continuity	Similarity and difference
	Key Question	<i>How much power did the senate have in the Roman republic?</i>	<i>What can sources reveal about Roman ways of life?</i>	<i>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</i>	<i>What made each early Christian state special?</i>	<i>What kind of change did Mohammed bring about in Arabia?</i>	<i>How did worlds come together in Cordoba?</i>

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Topic	Islamic civilisations: Baghdad	Anglo-Saxon Britain	Vikings 1- Lady of the Mercians	Norse culture	Vikings 2- changing rulers, changing worlds	Local History study (school planned unit)
	Disciplinary focus	Causation	Evidential thinking	Continuity and change	Similarities	Continuity and change	TBC
	Key Question	<i>Why were there so many restless mind in Cordoba and in Baghdad?</i>	<i>How many Historians learned about Anglo-Saxon Britain?</i>	<i>How did Vikings change England?</i>	<i>What connections and similarities did the Norse people have with other people?</i>	<i>How did Angles, Saxons and Vikings shape England and Scotland?</i>	TBC
Year 6*	Topic	The Maya	Medieval African Kingdoms- Ethiopia and Benin	A theme through time- Part 1	A theme through time- Part 2	Britain in the era of the Second World War	Local History study (school planned unit)
	Disciplinary focus	Evidential thinking	Evidential thinking				TBC
	Key Question	<i>How did Historians know about the Maya?</i>					TBC

**\*2023-24- Year 6 will study the Year 5 units of work as per the long term roll out plan.**