## **History Long Term Plan**



	Autumn Term		Spring Term		Summer Term	
Nursery	Why Am I Special?	Why Are Leaves So Crispy?	How Does That Building Stay Up?	Are Eggs Alive?	Why Do Spiders Eat Flies?	How Many Colours in a rainbow?
	Begin to make sense of their own	Begin to make sense of their own				
	life story and family's history:	life story and family's history:				
	Looking at photos of ourselves	Thinking about how we celebrate				
	and our families	special events at home such as				
		Diwali and Christmas and making				
		comparisons between the way				
		they are celebrated.				
Reception	Marvellous Me	Let's Celebrate	Once Upon a Time	Things That Grow	Quests and Journeys	Oceans and Seas
	Comment on images of familiar	Understand the past through		Comment on images of familiar	Understand the past through	Comment on images of familiar
	situations in the past:	events encountered in books		situations in the past:	events encountered in books	situations in the past:
		read in class:			read in class:	
	Topic overview:			Topic overview:		Topic overview:
	Pupils will look at photographs of	Topic overview:		Pupils will learn about farm	Topic overview:	Pupils will learn about what
	themselves as babies, which they	Pupils learn about Guy Fawkes d		transport in the past and how it	Pupils will learn about the	British seaside holidays looked
	were in the past, and discussing	look at the story of 'The		compares to farm transport today	explorers Ernest Shackleton and	like in the past and how they
	how they are similar and different	Gunpowder Plot.'			Tenzing Norgay	compare to today
	to now			Knowledge Targets:		
		Knowledge Targets:		Beginning to understanding of	Knowledge Targets:	Knowledge Targets:
	Knowledge Targets:	Beginning to understanding of		common words and phrases	Beginning to understanding of	Beginning to understanding of
	Beginning to understanding of	common words and phrases		relating to the passing of time	common words and phrases	common words and phrases
	common words and phrases	relating to the passing of time			relating to the passing of time	relating to the passing of time
	relating to the passing of time			Beginning to understanding the		
				past and present and talking	Beginning to understanding the	Beginning to understanding the
				about similarities and differences	past and present and talking	past and present and talking
				between the two	about similarities and differences	about similarities and differences
					between the two explorers.	between the two.
					Begin to understand how we find	Begin to understand how we find
					out about the past through use of	out about the past through use of
			0 : 4 7 : 6 :: 10		historical sources (photographs)	historical sources (photographs)
Year 1	Autumn 1: Toys	Autumn 2: Fairy Tales and Forests	Spring 1: To Infinity and Beyond	Spring 2: Animals Around the	Summer 1: Dinosaurs	Summer 2: London
	Channel this is the same		Circliffication and his contribution	World	C'and Carata based III de	C'ariffrant annual bana dili ina
	Changes within living memory		Significant events beyond living		Significant events beyond living memory and the lives of	Significant events beyond living
	and beyond:		memory and the lives of		•	memory and the lives of
	Tanis avarvious		significant individuals:		significant individuals:	significant individuals:
	Topic overview:		Tania ayan daya		Tonic overview	Tonic overview
	Pupils will learn, and be able to		Topic overview:		Topic overview:	Topic overview:
	talk about, the similarities and		Pupils will learn about the first		Pupils will learn about the life of	Pupils will learn about the Great
	differences between the toys they		Moon Landing; the events that		Mary Anning and her	Fire of London- the events that

wha and with Know A secom relate Recommen ways	y with now, in comparison to at their parents, grandparents d great grandparents played th.  bwledge Targets: ecure understanding of mmon words and phrases ating to the passing of time cognise changes within living mory and beyond, and the ys in which we can find out but these changes.		led up to it, discussing why it was significant, and how it has influenced events today  Knowledge Targets: A secure understanding of common words and phrases relating to the passing of time  Pupils should know where the people and events they study fit into a chronological framework.  Pupils should ask and answer questions, and begin to use historical sources as a way of finding out about the past.		achievements, and how that has impacted scientific thinking today.  Knowledge Targets: A secure understanding of common words and phrases relating to the passing of time  Pupils should know where the people and events they study fit into a chronological framework.  Pupils should ask and answer questions, and to use historical sources as a way of finding out about the past.  Pupils will learn about how and why this person has impacted thinking today.	occurred, what happened during the fire, how it eventually stopped and what happened because of it.  Knowledge Targets: A secure understanding of common words and phrases relating to the passing of time  Pupils should know where the people and events they study fit into a chronological framework.  Pupils should ask and answer questions, and to use historical sources as a way of finding out about the past.  Pupils will know where London is and understand that life was very
						different in the 17 <sup>th</sup> Century.
	vers, Tunnels and Turrets anges over time:	Winter Wonderland	Muck, Mess and Mixtures  Significant events beyond living	The Scented Garden  Local study	Wriggle and Crawl	The Age of Discovery  Significant events beyond living
Cital	anges over time.		memory and the lives of	Local Study		memory and the lives of
<u>Topi</u>	oic overview:		significant individuals:	Topic overview:		significant individuals:
Pupi	pils will learn about castles –			To be confirmed		
wha	at they looked like, why they					Topic overview:
	re important and what life was					Pupils will learn about the life and
	e in the castle. They will look at		Topic overview:			achievements of Christopher
	ferent castles over time and		Pupils will learn about the lives of			Columbus the Explorer, and
	nk about how and why they		the nurses Florence Nightingale,			compare him to another explorer,
cnar	anged.		Mary Seacole and Edith Cavell and their achievements. They will			Neil Armstrong.
Kno	owledge Targets:		make comparisons between the			Knowledge Targets:
	ecure understanding of		three nurses.			A secure understanding of
	nmon words and phrases					common words and phrases
relat	ating to the passing of time		Knowledge Targets:			relating to the passing of time
			A secure understanding of			
	pils should ask and answer		common words and phrases			Pupils should know where the
· ·	estions, and to use historical		relating to the passing of time			people and events they study fit
	arces as a way of finding out		Pupils should know who so the			into a chronological framework.
abou	out the past.		Pupils should know where the people and events they study fit			Pupils should ask and answer
Pun	pils will use more sophisticated		into a chronological framework.			questions, and to use historical
i upi	ons ase more sopriisticated		a cinonological manic work.			questions, and to use mistorical
voca	cabulary such as 'monarch' and					sources as a way of finding out

	Pupils should ask and answer questions, and to use historical sources as a way of finding out about the past.		Pupils will compare two significant people from the past and identify similarities and differences between them
	Pupils will compare two significant people from the past and identify similarities and differences between them		unierences between them