

**History - Long Term Plan**



	Autumn	Spring	Summer
FS2	<p><b><u>Lives of significant people</u></b></p> <p><b>Curriculum goal:</b> To discuss similarities and differences between people in their family</p>	<p><b><u>Beyond living memory</u></b></p> <p><b>Curriculum goal:</b> To compare old and new transport</p> <p><b>Curriculum goal:</b> To investigate how Victorian schools are the same/different to our school.</p> <p><b><u>Lives of significant people</u></b></p> <p><b>Curriculum goal:</b> To describe people who help us and their significance</p>	<p><b><u>Within living memory</u></b></p> <p><b>Curriculum goal:</b> To investigate what artefacts are and how they give us clues to the past</p> <p><b><u>Lives of significant people</u></b></p> <p><b>Curriculum goal:</b> To understand the importance of Amy Johnson</p>

	Autumn	Spring	Summer
Y1	How am I making History?	How have Toys Changed?	How have explorers changed the world?
Y2	How was school different in the past?	How did we learn to fly?	What is a monarch?

	Autumn	Spring	Summer
Y3	British History 1: Would you prefer to have lived in the Stone Age, Iron Age	British History 2: Why did the Romans invade and settle in Britain?	What did the ancient Egyptians believe?

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<b>Y4</b>	<b>How have the children's lives changed?</b>	<b>British History 3: How hard was it to invade and settle in Britain?</b>	<b>How did the achievements of the Mya Civilisation influence their society and beyond?</b>
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	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Y5</b>	<b>British History 4: Were the Vikings raiders, traders or something else?</b>	<b>British History 5: What was life like in Tudor England?</b>	<b>What did the Greeks do for us?</b>
<b>Y6</b>	<b>What can the census tell us about local areas?</b>	<b>British History 6: What was the impact of World War II on the people of Britain?</b>	<b>The Sikh Empire</b>

### Change and continuity

Children identify and explain change and continuity across periods of history, focusing on chronology. They refer to the timeline throughout each unit, looking at sequencing, intervals between events and the duration of each key event

### Similarities and differences

Children identify similarities and differences across periods of time. They will explain similarities and differences between social, cultural, religious and ethnic diversity in Britain across time periods and suggest reasons for these.

### Cause and consequence

Looking into the reasons for, and results of, historical events and analysing these, children develop an understanding of cause and consequence. Children explain the reasons for and results of historical events, situations and changes.

### Historical significance

Considering what makes events and people significant in their historical context and the present day, children compare significant people and events across different time periods and explain the significance of these.

### Sources of evidence

Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use.

### Historical interpretations

Children will study how historians interpret the past and why events, people and changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability and quality.