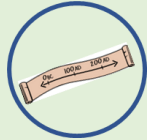







History - Long Term Plan

Year	Theme/Key Questions	 Chronology	 Events, People and Changes	 Communication	 Enquiry, Interpretation and Using Sources
EYFS	<p>Autumn Changes in living memory. (Ourselves)</p> <p>Spring Changes in living memory. (Grandparents / family)</p> <p>Summer Things that are past and present (local landmarks) A Historical figure.</p>	<p>Show their emerging knowledge and understanding of the past by:</p> <p>*Recognising the distinction between past and present.</p> <p>*Recognising the distinction between present and past in their own and other people's lives.</p>	<p>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events.</p>	<p>Understand and use simple historical concepts such as now/then and same/different.</p> <p>*To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>).</p>	<p>Use sources to answer <i>simple</i> questions about the past.</p> <p>*Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</p>
1	<p>Autumn Changes in living memory. (Toys)</p> <p>Spring Changes in living memory. (Grandparents / family)</p>	<p>Show their emerging knowledge and understanding of the past by:</p> <p>*Recognising the distinction between past and present.</p> <p>*Identifying some similarities and differences between their own present and aspects of the past.</p>	<p>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events.</p> <p>*Recognise that their own lives are different from the lives of people in the past by describing some of the</p>	<p>Understand and use simple historical concepts such as now/then and same/different.</p> <p>*To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>).</p>	<p>Use sources to answer <i>simple</i> questions about the past.</p> <p>*Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</p>



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	<p>Summer</p> <p>Things that are past and present (local landmarks)</p>	<p>*Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months)</p>	<p>topics, events and people that they have studied.</p>		<p>*Identify some of the basic ways the past can be represented.</p>
2	<p>Autumn</p> <p>Great Fire of London</p> <p>Spring</p> <p>Significant people in History. (Florence Nightingale, Neil Armstrong, Rosa Parks)</p> <p>Summer</p> <p>Local history study (lighthouses)</p>	<p>Show their emerging knowledge and understanding of the past by:</p> <p>*Recognising the distinction between past and present.</p> <p>*Identifying some similarities and differences between their own present and aspects of the past.</p> <p>*Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</p> <p>*Recognising the distinction between present and past in their own and other people's lives.</p> <p>*Identifying some similarities and differences between ways of life in different periods.</p> <p>*Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</p>	<p>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events.</p> <p>*Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events, and people that they have studied.</p> <p>*Use simple stories and other sources to show that they know and understand key features of events.</p>	<p>Understand and use simple historical concepts such as now/then and same/different.</p> <p>*To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</p> <p>*Understand historical concepts and use them to make simple connections and draw contrasts.</p>	<p>Use sources to answer simple questions about the past.</p> <p>*Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</p> <p>*Identify some of the basic ways the past can be represented.</p> <p>*To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).</p>



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3	<p>Autumn Ancient Egypt</p> <p>Spring Stone Age / Bronze Age</p> <p>Summer Iron Age</p>	<p>Show their increasing knowledge and understanding of the past by:</p> <p>*Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...).</p> <p>*Order significant events and dates on a timeline.</p>	<p>Be able to describe some of the main events, people, and periods they have studied by:</p> <p>*Understanding some of the ways in which people's lives have shaped this nation.</p> <p>*Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>*When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.</p>	<p>Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</p> <p>* Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</p> <p>*Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</p> <p>*Ask questions and find answers about the past.</p>
4	<p>Autumn Ancient Greece</p> <p>Spring Ancient Greece / Romans</p> <p>Summer Romans</p>	<p>Show their increasing knowledge and understanding of the past by:</p> <p>*Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...).</p> <p>*Making some links between and across periods, such as the differences between clothes, food, buildings or transport.</p>	<p>Be able to describe some of the main events, people, and periods they have studied by:</p> <p>*Understanding some of the ways in which people's lives have shaped this nation.</p> <p>*Describing how Britain has influenced and been influenced by the wider world.</p> <p>*Understanding some significant aspects of history – nature of</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>*When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.</p> <p>*Produce structured work that makes some connections, draws some contrasts, frame historically valid questions involving</p>	<p>Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</p> <p>* Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</p> <p>*Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</p>



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		<p>*Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p>	<p>ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind</p>	<p>thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p>	<p>*Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</p> <p>*Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (<i>artist's pictures, museum displays, written sources</i>).</p> <p>*Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</p>
5	<p>Autumn <i>Anglo-Saxons</i></p> <p>Spring <i>The Vikings</i></p> <p>Summer <i>The Mayans</i></p>	<p>Show their increasing knowledge and understanding of the past by:</p> <p>*Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>).</p> <p>*Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p>*Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.</p>	<p>Show their knowledge and understanding of local, national and international history by:</p> <p>*Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.</p> <p>*Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.</p>	<p>Produce structured work that makes connections, draws contrasts, analyses trends, frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p>	<p>Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>* Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>*Investigate own lines of enquiry by posing questions to answer.</p> <p>*Understand how our knowledge of the past is constructed from a range of different sources and</p>



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			<p>*Establishing a narrative showing connections and trends within and across periods of study.</p>		<p>that different versions of past events often exist, giving some reasons for this.</p>
6	<p>Autumn Victorian Fleetwood (Local study)</p> <p>Spring World War Two</p> <p>Summer World War Two</p>	<p>Show their increasing knowledge and understanding of the past by:</p> <p>*Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>).</p> <p>*Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p>*Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.</p> <p>*In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>Propaganda, bias, primary source, secondary source, reliability...</i>).</p> <p>*Analyse connections, trends, and contrasts over time.</p>	<p>Show their knowledge and understanding of local, national and international history by:</p> <p>*Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.</p> <p>*Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.</p> <p>*Establishing a narrative showing connections and trends within and across periods of study.</p> <p>*Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.</p> <p>*Presenting a clear narrative within and across periods that notes connections, contrasts, and trends over time.</p>	<p>Produce structured work that makes connections, draws contrasts, analyses trends, frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p> <p>*Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.</p>	<p>Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>*Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</p> <p>*Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed and establish evidence for particular enquiries.</p> <p>*Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.</p> <p>*Begin to recognise why some events, people and changes might be judged as more historically significant than others.</p>