



History Long Term Plan

	Autumn Term	Spring Term	Summer Term
Reception			
<i>What will our children learn?</i>	Children will be given opportunities for to reflect on memories and experiences from their own past and comment on images of familiar situations in the past. Children will look for similarities and differences between photos, images and objects from the past and present day. The activities are designed to foster a curiosity about history, prompting children to start asking questions about the past while referring to their own experiences. Children begin to develop a basic understanding that when we refer to the 'past,' we are referring to events that have already happened and become familiar with some of the vocabulary we use to talk about the past (e.g. last year, last week, yesterday).		
<i>Why this, why now?</i>	The activities help the children to reflect on memories and experiences from their own past and extend only to situations that will still be very familiar to their everyday lives, while also laying the foundations for pupils' further history learning.		
Year 1	How am I making History?	How have toys changed?	How have explorers changed the world?
<i>What will our children learn?</i>	Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born, building upon the vocabulary they learned in EYFS.	Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.	Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered. LOCAL CONTEXT: Joseph Banks
<i>Why this, why now?</i>	This unit supports pupils to develop an understanding of chronology by looking at their own lives and beginning to build an awareness that timelines extend back before they were born. The second unit, 'How have toys changed?'	This unit extends this understanding of chronology further into the past (and future) using an object- the teddy bear- which will be familiar to all children to help them develop their concept of time.	With a more secure grasp of this concept, pupils are able to look at a context that will be less familiar to them in our 'How have explorers changed the world?' unit, which will help them to begin developing an understanding of how the people and events of the past have shaped the world we live in today.
Year 2	How was school different in the past?	How did we learn to fly?	What is a monarch?
<i>What will our children learn?</i>	Finding out that schools have been in the locality for a long time, but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past. LOCAL CONTEXT: Former pupil to visit	Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.	Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time. LOCAL CONTEXT: Lincoln Castle/Magna Carta
<i>Why this, why now?</i>	The first unit in Year 2 gives pupils the chance to look at history through the familiar school context.	The second and third units move onto less familiar contexts again, and in doing so, pupils begin to understand historical significance when considering how people and events of the past have impacted society as a whole.	

Year 3	BH1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	What did the ancient Egyptians believe?	BH2: Why did the Romans settle in Britain?
<i>What will our children learn?</i>	Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.	Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.	Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today. LOCAL CONTEXT: Roman Horncastle
<i>Why this, why now?</i>	Children start their journey of British History here so that are able to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day'. They learn the terms BC and AD in a formal way for the first time.	This is the first opportunity for our children to compare and contrast ancient Britain to another ancient civilisation.	Children continue to develop their understanding of the history of the UK
Year 4	How have children's lives changed?	BH3: How hard was it to invade and settle in Britain?	BH4: Were the Vikings raiders, traders or settlers?
<i>What will our children learn?</i>	Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions. LOCAL CONTEXT: Horncastle Workhouse	Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.	Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.
<i>Why this, why now?</i>	Children revisit the idea that their lives are different to those in the past and build upon their knowledge from Year 2 'How was different in the past?	The British History units are after 'How have children's lives changed?' in Year 4 because these units look at more abstract substantive concepts, such as power, invasion, settlement and trade, which are often challenging for children to understand.	

Year 5	How did the Maya civilisation compare to the Anglo-Saxons?	What does the Census tell us about our local area?	BH5: What was life like in Tudor England?
<i>What will our children learn?</i>	Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.	Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family. LOCAL CONTEXT: Local Census data	Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.
<i>Why this, why now?</i>	This is another opportunity for children to compare Britain to ancient civilisations.	Children compare local and national issues during Victorian times. This unit also builds upon work done in Year 2 'How was different in the past?' And Year 4 'How have children's lives changed?'	This British History unit allows an opportunity to revisit and build on the children's understanding of the chronology of British history from Year 4.
Year 6	What did the Greeks ever do for us?	BH6: What was the impact of World War II on the people of Britain?	Unheard Histories: Who should be on the bank note?
<i>What will our children learn?</i>	Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.	Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort. LOCAL CONTEXT: Bomber County	Investigating why historical figures are on banknotes, children learn about the criteria for historical significance. They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note
<i>Why this, why now?</i>	This unit builds upon children's comparisons of other ancient civilisations to Britain in Year 3: Egyptians and Year 5: Mayans.	Children build upon their learning in 'What does the census tell us about our local area?' and continue to compare can compare local and national issues.	'Unheard histories' is a transition unit preparing children for studying history at Key Stage 3, and so is the final unit.