History Long Term plan

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| Class | History coverage | | |
| Reception | Using the children’s own lives to demonstrate change and passage of time through exploring seasons, birthdays and specific local, national and international festivals or celebrations.  Children talk about the past and present events in their own lives and in the lives of family members. They are taught to order images into a plausible chronological order, identifying changes between me as a baby and myself now, and identifying similarities and differences between my toys and old toys. | | |
| Year 1 | Dinosaurs | Kings, Queens and Castles  Recognise and chronologically order Significant Monarchs of Britain, and explain why they are significant.  Describe and give reasons for the importance of a significant historical event, person and place in their own locality (King Henry VIII, Deal and Walmer Castle).  Describe the changes in Castle structures and the reasons for these. | Deal then and now |
| Year 2 | Explorers  Recognise and describe the achievements of a number of famous national and international explorers both in the past and recently – Ranulph Fiennes, Amelia Earhart, Amy Johnson, Christopher Columbus and Neil Armstrong;  Identify and describe some of the personal qualities they might need to become a Mars explorer in the future. | WW1  Know and understand through  explanation some of the ways in which animals are used by the military, rescue and support services and organisations in Britain today. | Sappho |
| Year 3 | Stone Age  Recognise how historical events are caused by other important past events and in turn have their own consequences. Children will begin the construction of a simple timeline from the beginning of the Stone Age in Britain to the arrival of the Normans in 1066 identifying and describing events in the order in which they occurred using a pre-existing scale of equidistant intervals. They will describe and explain in basic terms some of the clues that help archaeologists reconstruct how people might have lived in the Stone Age, compare and contrast the ways in which most people in Britain were living at the end of the Stone Age compared with the beginning and explain some of the differences they observe. | Bronze Age  Children will explain why the discovery of the Amesbury Archer dating from the beginning of the Bronze Age in Britain was such an important archaeological find and identify, describe and compare and contrast the many different types of stone monuments created in Britain during the Bronze Age and reach a simple judgement about what their purpose might have been. | Iron Age  Children will be able to describe the main features of Iron Age hill forts and offer reasons why so many were constructed across Britain, explain why archaeologists believe Iron Age people made so many beautiful artefacts only to then throw them into rivers or bury them underground and explain how we know that life wasn’t always peaceful in the Iron Age? |
| Year 4 | Romans | Anglo Saxons | Vikings |
| Year 5 | Maya | Shang | British Empire |
| Year 6 | Ancient Greece | WW1/2 | The History of York |