

# History Long Term Plan



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

	<p>play with now, in comparison to what their parents, grandparents and great grandparents played with.</p> <p><b>Knowledge Targets:</b> A secure understanding of common words and phrases relating to the passing of time</p> <p>Recognise changes within living memory and beyond, and the ways in which we can find out about these changes.</p>		<p>led up to it, discussing why it was significant, and how it has influenced events today</p> <p><b>Knowledge Targets:</b> A secure understanding of common words and phrases relating to the passing of time</p> <p>Pupils should know where the people and events they study fit into a chronological framework.</p> <p>Pupils should ask and answer questions, and begin to use historical sources as a way of finding out about the past.</p>		<p>achievements, and how that has impacted scientific thinking today.</p> <p><b>Knowledge Targets:</b> A secure understanding of common words and phrases relating to the passing of time</p> <p>Pupils should know where the people and events they study fit into a chronological framework.</p> <p>Pupils should ask and answer questions, and to use historical sources as a way of finding out about the past.</p> <p>Pupils will learn about how and why this person has impacted thinking today.</p>	<p>occurred, what happened during the fire, how it eventually stopped and what happened because of it.</p> <p><b>Knowledge Targets:</b> A secure understanding of common words and phrases relating to the passing of time</p> <p>Pupils should know where the people and events they study fit into a chronological framework.</p> <p>Pupils should ask and answer questions, and to use historical sources as a way of finding out about the past.</p> <p>Pupils will know where London is and understand that life was very different in the 17<sup>th</sup> Century.</p>
Year 2	<p>Towers, Tunnels and Turrets</p> <p><b>Changes over time:</b></p> <p><b>Topic overview:</b> Pupils will learn about castles – what they looked like, why they were important and what life was like in the castle. They will look at different castles over time and think about how and why they changed.</p> <p><b>Knowledge Targets:</b> A secure understanding of common words and phrases relating to the passing of time</p> <p>Pupils should ask and answer questions, and to use historical sources as a way of finding out about the past.</p> <p>Pupils will use more sophisticated vocabulary such as ‘monarch’ and ‘parliament.’</p>	<p>Winter Wonderland</p>	<p>Muck, Mess and Mixtures</p> <p><b>Significant events beyond living memory and the lives of significant individuals:</b></p> <p><b>Topic overview:</b> Pupils will learn about the lives of the nurses Florence Nightingale, Mary Seacole and Edith Cavell and their achievements. They will make comparisons between the three nurses.</p> <p><b>Knowledge Targets:</b> A secure understanding of common words and phrases relating to the passing of time</p> <p>Pupils should know where the people and events they study fit into a chronological framework.</p>	<p>The Scented Garden</p> <p><b>Local study</b></p> <p><b>Topic overview:</b> To be confirmed</p>	<p>Wriggle and Crawl</p>	<p>The Age of Discovery</p> <p><b>Significant events beyond living memory and the lives of significant individuals:</b></p> <p><b>Topic overview:</b> Pupils will learn about the life and achievements of Christopher Columbus the Explorer, and compare him to another explorer, Neil Armstrong.</p> <p><b>Knowledge Targets:</b> A secure understanding of common words and phrases relating to the passing of time</p> <p>Pupils should know where the people and events they study fit into a chronological framework.</p> <p>Pupils should ask and answer questions, and to use historical sources as a way of finding out about the past.</p>

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