



History Long Term Plan 2023-2024

EYFS	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.		
KS1			
1	How am I making history? <ul style="list-style-type: none"> To know some similarities and differences between the past and their own lives. To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. 	How have toys changed? <ul style="list-style-type: none"> To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time. To know that everyday objects have changed as new materials have been invented. To know some similarities and differences between the past and their own lives. To know that everyday objects have similarities and differences with those used for the same purpose in the past. 	How have explorers changed the world? <ul style="list-style-type: none"> To know that some people and events are considered more 'special' or significant than others. To know that photographs can tell us about the past. To know that the past can be represented in photographs. To know some inventions that still influence their own lives today. To know some achievements and discoveries of significant individuals.
2	The Great Fire of London: <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 	How did we learn to fly? <ul style="list-style-type: none"> To know that beyond living memory is more than 100 years ago. To know that changes may come about because of improvements in technology. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. 	What is a monarch? <ul style="list-style-type: none"> To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways. To know that a monarch is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that in the past monarchs had absolute power. To be aware of the achievements of significant individuals.
KS2			
3	British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age? <ul style="list-style-type: none"> To know that BC means before Christ and is used to show years before the year 0. To know that AD means Anno Domini and can be used to show years from the year 1AD. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. 	British history 2: Why did the Romans settle in Britain? <ul style="list-style-type: none"> To know that change can be brought about by advancements in materials. To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past. 	What did the ancient Egyptians believe? <ul style="list-style-type: none"> To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions made by historians can change in the light of new evidence. To understand that societal hierarchies and structures existed including aristocracy and peasantry.



	<ul style="list-style-type: none"> To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. 	<ul style="list-style-type: none"> To understand the expansion of empires and how they were controlled across a large empire. 	<ul style="list-style-type: none"> To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
4	<p>How have children's lives changed?</p> <ul style="list-style-type: none"> To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To know that advancements in science and technology can be the cause of change. 	<p>British history 3: How hard was it to invade and settle in Britain?</p> <ul style="list-style-type: none"> To know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. To know that we can make inferences and deductions using images from the past. To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England. 	<p>British history 4: Were the Vikings raiders, traders or settlers?</p> <ul style="list-style-type: none"> To understand the development of groups, kingdom and monarchy in Britain. To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration. To know that settlement created tensions and problems.
5/6	<p>British history 5: What was life like in Tudor England?</p> <ul style="list-style-type: none"> To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya, and Victorians. To understand that historical periods have characteristics that distinguish them. To understand how to work out durations of periods and events. To understand that inventories are useful sources of evidence to find out about people from the past. 	<p>What did the Greeks ever do for us?</p> <ul style="list-style-type: none"> To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century) To understand that historical periods have characteristics that distinguish them. To understand how to work out durations of periods and events. To understand how to represent a scale on a timeline. To know that members of society standing up for their rights can be the cause of change. 	<p>How did the Maya civilisation compare to the Anglo-Saxons?</p> <ul style="list-style-type: none"> To know that change can be brought about by conflict. To understand how the monarchy exercised absolute power. To understand that different empires have different reasons for their expansion. To know that there are different reasons for the decline of different empires. To be aware of the different beliefs that different cultures, times and groups hold.