

**History Long Term Plan From 2024-2025 and onwards**

| EYFS   | Units are covered throughout the year and linked to the learning taking place in EYFS.  |   |   |   |  |   |
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|        | <b>Peek Into the Past:</b> <ul style="list-style-type: none"> <li>Describe changes over time.</li> <li>Sort photographs from the past and present.</li> <li>Begin to recognise the order events happen.</li> <li>Identify toys from the past.</li> <li>Compare pictures from the past and present.</li> </ul> |   |   | <b>Adventures Through Time:</b> <ul style="list-style-type: none"> <li>Begin to understand the concept of generations.</li> <li>Recognise special achievements.</li> <li>Recognise some special items associated with Kings and Queens.</li> <li>Understand that the environment around us changes as time passes.</li> <li>Compare modes of transport of the past with the present.</li> </ul>           |  |   |
|        | August 29 <sup>th</sup> 2024 – October 4 <sup>th</sup> 2024   |   | 2 <sup>nd</sup> December 2024 – 31 <sup>st</sup> January 2025 |   | 24 <sup>th</sup> March 2025– 23 <sup>rd</sup> May 2025 |   |
|        | Unit  | End point   | Unit  | End point   | Unit   | End point   |
| Year 1 | How am I making History?  | <ol style="list-style-type: none"> <li>Develop an understanding of personal chronology.</li> <li>Learn more about my history.</li> <li>Explore how we remember events.</li> <li>Find out what childhood was like for our parents and grandparents.</li> <li>Compare childhood now with childhood in the past – what has changed and what has stayed the same?</li> <li>Assessment</li> </ol>  | How have toys changed?  | <ol style="list-style-type: none"> <li>Discuss a favourite toy.</li> <li>Find out what toys our parents and grandparents played with.</li> <li>Investigate what toys were like up to 100 years ago.</li> <li>Compare toys from the past with modern toys.</li> <li>Investigate how teddy bears have changed over time.</li> <li>Assessment</li> </ol>   | How did we learn to fly?                               | <ol style="list-style-type: none"> <li>Find out about the Wright brothers.</li> <li>Develop an understanding of historical significance.</li> <li>Investigate why Bessie Coleman is significant.</li> <li>Investigate why Amelia Earhart is significant.</li> <li>Investigate why we remember the Moon landing.</li> <li>Assessment</li> </ol>  |
| Year 2 | How have explorers changed the world?   | <ol style="list-style-type: none"> <li>Know what an explorer is and recognise the achievements of different explorers.</li> <li>Record events on a timeline.</li> <li>Use photographs to find out about the past.</li> <li>Recognise changes and similarities (continuities) over time.</li> <li>Describe the significance of some people and events within history.</li> <li>Assessment</li> </ol>   | Were schools different in the past?                           | <ol style="list-style-type: none"> <li>Recognise how schools have changed over time.</li> <li>Investigate what school was like in the past.</li> <li>Investigate what school was like in the 1900s.</li> <li>Compare a modern classroom to a classroom 100 years ago.</li> <li>Compare three periods of time.</li> <li>Assessment</li> </ol>  | What is a monarch?                                     | <ol style="list-style-type: none"> <li>Describe what a monarch is.</li> <li>Explain why coronations take place.</li> <li>Explain how William the Conqueror became King of England.</li> <li>Identify how William the Conqueror built castles while ruling England.</li> <li>Suggest what a monarch was like in the past.</li> <li>Assessment</li> </ol>   |
| Year 3 | Would you prefer to live in the Stone Age, Bronze Age or Iron Age?  | <ol style="list-style-type: none"> <li>Recognise that prehistory was a long time ago and was the beginning of the history of mankind.</li> <li>Use archaeological evidence to deduct what Skara Brae tells us about life in the Stone Age.</li> <li>Use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.</li> <li>Explain how bronze transformed prehistoric life.</li> <li>Understand the importance of trade during the Iron Age.</li> <li>Assessment</li> </ol> | Why did the Romans settle in Britain?                         | <ol style="list-style-type: none"> <li>Understand why the Romans invaded and settled Britain.</li> <li>Identify how the Britons responded to the Roman invasion.</li> <li>Understand why the Roman army was so successful.</li> <li>Infer what artefacts tell us about life in Roman times.</li> <li>Identify the Roman legacy in Britain and they changed modern Britain.</li> <li>Assessment</li> </ol> | What did the Ancient Egyptians believe?                | <ol style="list-style-type: none"> <li>Understand when and where the ancient Egyptians lived.</li> <li>Explain the importance of Egyptian Gods and Goddesses</li> <li>Evaluate the challenges of building an Egyptian pyramid.</li> <li>Explain how and why the Egyptians mummified people.</li> <li>Make inferences from the Book of the Dead about Egyptian beliefs.</li> <li>Assessment</li> </ol> |

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| Year 4 | <b>What was the impact of the railways? (Local)</b>         | <ol style="list-style-type: none"> <li>1. Understand when railways were first introduced to Britain and make inferences about transport before this introduction.</li> <li>2. Recognise when the railway arrived in Loughborough and why it came at that time.</li> <li>3. Describe how and why the railway network in Britain grew and changed over time.</li> <li>4. Recognise the benefits and disadvantages of the introduction of the railway in Loughborough.</li> <li>5. Evaluate evidence to see who used the railway.</li> <li>6. Assessment</li> </ol> | <b>How hard is it to invade and settle in Britain?</b> | <ol style="list-style-type: none"> <li>1. Understand why the Anglo-Saxons invaded Britain.</li> <li>2. Identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.</li> <li>3. Make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.</li> <li>4. Understand how Anglo-Saxons converted to Christianity.</li> <li>5. Understand how Anglo-Saxon rule ended.</li> <li>6. Assessment</li> </ol>                | <b>What was life like in Tudor Britain?</b>                       | <ol style="list-style-type: none"> <li>1. Recognise how the Tudor rule began after the battle of Bosworth.</li> <li>2. Understand why Henry VIII had so many wives.</li> <li>3. Understand why Henry VIII broke away from Roman.</li> <li>4. Identify how the Tudor rule ended with Elizabeth I.</li> <li>5. Make deductions about the people in Tudor England using inventories.</li> <li>6. Assessment</li> </ol> |
| Year 5 | <b>What was the slave trade?</b>                            | <ol style="list-style-type: none"> <li>1. Understand what the slave trade was and recognise Britain's part in it.</li> <li>2. Identify what slave auctions were like and how it felt to be a slave.</li> <li>3. Understand what life was like on board the transportation ships</li> <li>4. Use knowledge of the slave trade to be able to interpret artefacts from that time.</li> <li>5. Recognise how the slave trade ended and identify some key people campaigned for the abolition of slavery.</li> <li>6. Assessment</li> </ol>                           | <b>Were the Vikings raiders, traders or settlers?</b>  | <ol style="list-style-type: none"> <li>1. Explain when and why the Vikings came to Britain.</li> <li>2. Identify what we know about the Vikings</li> <li>3. Examine why trading was important to the Vikings.</li> <li>4. Identify consequences of the Anglo-Saxon and Vikings' struggle for Britain.</li> <li>5. Extract and interpret information from many sources to deduct what life was like in Viking Britain.</li> <li>6. Assessment</li> </ol>          | <b>How did the Mayan civilisation compare to the Anglo-Saxon?</b> | <ol style="list-style-type: none"> <li>1. Recognise when and where the Ancient Maya lived.</li> <li>2. Compare and contrast Maya and Anglo-Saxon houses.</li> <li>3. Explain the importance of Maya Gods and Goddesses</li> <li>4. Design a map of a Mayan city using archaeological evidence</li> <li>5. Evaluate the reasons for the decline in Mayan cities</li> <li>6. Assessment</li> </ol>                    |
| Year 6 | <b>What was the impact of WW2 on the people of Britain?</b> | <ol style="list-style-type: none"> <li>1. Understand the causes of WW2.</li> <li>2. Understand how the Battle of Britain was won.</li> <li>3. Make inferences about the Blitz using images from that time.</li> <li>4. Understand the emotions and experiences of children during the evacuation.</li> <li>5. Identify the impact of WW2 on women's lives.</li> <li>6. Explain why migrants came to Britain.</li> <li>7. Assessment</li> </ol>   | <b>What did the Greeks ever do for us?</b>             | <ol style="list-style-type: none"> <li>1. Understand where and when the ancient Greeks lived.</li> <li>2. Understand the importance of Greek Gods and Goddesses.</li> <li>3. Identify similarities and differences between Athens and Sparta.</li> <li>4. Understand how Athenian democracy worked.</li> <li>5. Recognise the importance of the ancient Greek philosophers and explain the achievements of the Ancient Greeks.</li> <li>6. Assessment</li> </ol> | <b>OPTIONAL: Who should feature on the bank note?</b>             | <ol style="list-style-type: none"> <li>7. Explain the significance of people chosen for our banknotes</li> <li>8. Decide whether a person is historically significant.</li> <li>9. Evaluate the significance of historical figures</li> <li>10. Explain the significance of Mary Seacole</li> <li>11. Evaluate the significance of sporting people</li> <li>12. Final evaluation</li> </ol>                         |