

Long Term History Curriculum Plan with National Curriculum links 2024/25

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| N&R | <p><i>Key:</i></p> <p><i>Development matters framework- non statutory guidance.</i></p> | | <p>Peak into the past</p> | | <p>Adventures through time.</p> | |
| | | | <p>Development matters framework (non-statutory)</p> <p>Comment on images of familiar situations in the past.</p> <p>Characteristics of effective teaching and learning</p> <p>Playing and exploring – Children investigate and experience things, and ‘have a go’.</p> <p>Active learning – Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake.</p> <p>Creating and thinking critically – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p> | | <p>Development matters framework (non-statutory)</p> <p>Comment on images of familiar situations in the past.</p> <p>Characteristics of effective teaching and learning</p> <p>Playing and exploring – Children investigate and experience things, and ‘have a go’.</p> <p>Active learning – Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake.</p> <p>Creating and thinking critically – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p> | |
| 1 | How am I making history? | | How have toys changed | | How have explorers changed the world? | |

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| | -Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | | -Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | | -Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. -Events beyond living memory that are significant nationally or globally. -The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. -Significant historical events, people and places in their own locality. | |
| 2 | | <p>How was school different in the past?</p> <p>-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. -Significant historical events, people and places in their own locality.</p> | | <p>How did we learn to fly?</p> <p>-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. -Significant historical events, people and places in their own locality. -Events beyond living memory that are significant nationally or globally. -The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> | | <p>What is a monarch?</p> <p>-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. -Significant historical events, people and places in their own locality. -Events beyond living memory that are significant nationally or globally.</p> |

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| 3 | British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age. | | British history 2: Why did the Romans settle in Britain? | | What did the ancient Egyptians believe? | |
| | -Changes in Britain from the Stone Age to the Iron Age. | | -The Roman Empire and its impact on Britain | | -A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | |
| 4 | | How have children's lives changed? | | British history 3: How hard was it to invade and settle in Britain? | | How did the achievements of the Maya civilisation influence their society and beyond? |
| | | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. | | Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. | | A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. |
| 5 | British history 4: Where the Vikings raiders, traders or something else? | | British history 5: What was life like in Tudor England? | | What did the Greeks ever do for us? | |
| | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. | | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. | | Ancient Greece – a study of Greek life and achievements and their influence on the western world. | |

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| 6 | | What can the census tell us about the local area? | | British history6: What was the impact of World War 2 on the people of Britain? | | Unheard histories: Who should go on the banknote? |
| | | A local history study. | | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. | | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. |