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

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| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| N&R | *Key:*  *Development matters framework- non statutory guidance.* |  | Peak into the past |  | Adventures through time. |  |
| **Development matters framework** (non-statutory)  Comment on images of familiar situations in the past.  **Characteristics of effective teaching and learning**  **Playing and exploring** – Children investigate and experience things, and ‘have a go’.  **Active learning** – Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake.  **Creating and thinking critically** – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things | **Development matters framework** (non-statutory)  Comment on images of familiar situations in the past.  **Characteristics of effective teaching and learning**  **Playing and exploring** – Children investigate and experience things, and ‘have a go’.  **Active learning** – Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake.  **Creating and thinking critically** – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things |
| 1 | How am I making history? |  | How have toys changed |  | How have explorers changed the world? |  |
| -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 | How was school different in the past?  -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. |  | How did we learn to fly?  -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. |  | What is a monarch?  -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. |  |
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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?  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. |  | British history 3: How hard was it to invade and settle in Britain?  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. |  | How did the achievements of the Maya civilisation influence their society and beyond?  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. |  |
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| 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. |
| 6 | What can the census tell us about the local area?  A local history study. |  | British history6: What was the impact of World War 2 on the people of Britain?  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. |  | Unheard histories: Who should go on the banknote?  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. |  |
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