



Brenzett CE Primary School



History Long Term Plans

Cycle 1

	Term 2	Term 4	Term 6
Acorn Class	Peek into the past		Adventures in Time
Cherry Class	The Story of my Life How am I making history?	Toys Old and New How have toys changed?	Flying Machines How did we learn to fly?
Willow Class	The Stone Age, Iron Age and Bronze Age Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	The Romans Why did the Romans settle in Britain?	The Anglo-Saxons and Vikings How hard was it to invade and settle in Britain?
Oak Class	World War I – Fallen Fields What was the impact of WWI on the people of Britain and the local area?	World War II – Life on the Home front What was the impact of World War II on the people of Britain?	Kent in WWII How did Kent change during WW2?

Cycle 2

	Term 2	Term 4	Term 6
Acorn Class	Peek into the past		Adventures in Time
Cherry Class	Exciting Explorers How have explorers changed the world?	Schools Then and Now How was school different in the past?	Marvellous Monarchs What is a monarch?
Willow Class	Children Past and Present How have children's lives changed?	The Secrets of the Egyptians What did the ancient Egyptians believe?	The Mighty Maya How did the achievements of the Maya influence their society and beyond?
Oak Class	The Glorious Greeks What did the Greeks ever do for us?	Money, Money, Money! Who should go on the banknote?	Champions of Change What makes people want to change the world?

Long Term History Plan – Brenzett CE Primary School

Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The National Curriculum Aims for History

The national curriculum for history aims to ensure that all pupils:

- ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

How this meets the ELGs:

Development matters statements: Understanding the world Children in reception will be learning to:	<u>Peek into the past</u>	<u>Adventures through time</u>
Talk about members of their immediate family and community.		✓ Activity 1: Family tree
Name and describe people who are familiar to them.	✓ Activity 1: Can you guess who?	✓ Activity 1: Family tree
Explore the natural world around them.		
Describe what they see, hear and feel whilst outside.		
Compare and contrast characters from stories, including figures from the past.		✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Treasure box ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time
Comment on images of familiar situations in the past.	✓ Activity 1: Can you guess who? ✓ Activity 2: Past and present ✓ Activity 3: My life timeline ✓ Activity 4: Toy box ✓ Activity 5: Spot the difference	
Understand that some places are special to members of their community.		
Recognise some environments that are different from the one in which they live.	✓ Activity 5: Spot the difference	
Draw information from a simple map.		
Recognise some similarities and differences between life in this country and life in other countries.		

Early learning goals Understanding the World: Past and Present Children at the expected level of development will:	<u>Peek into the past</u>	<u>Adventures through time</u>
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;	✓ Activity 1: Can you guess who? ✓ Activity 2: Past and present ✓ Activity 3: My life timeline ✓ Activity 4: Toy box ✓ Activity 5: Spot the difference	✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Treasure box ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time
Understand the past through settings, characters and events encountered in books read in class and storytelling.		✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Treasure box ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time

Key Stage One National Curriculum Coverage Requirements

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In KS1, pupils should be taught about:

1. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
2. 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]
3. 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
4. Significant historical events, people and places in their own locality.

Learning in history should also support pupils in being able to:

- A. know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- B. know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- C. gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- D. understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- E. understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- F. gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Where these are covered in our KS1 History Curriculum:

	Cycle 1	Cycle 2
Term 2	How am I making History? 1,4,A,C,E	How have explorers changed the world? 1,2,3,A,B,C,D,E
Term 4	How have toys changed? 1,A,C,E	How was school different in the past? 1,4,A,C,D,E
Term 6	How have we learned to fly? 1,2,3,B,C,D,E	What is a monarch? 1,2,4,A,C,D,E

KS2 National Curriculum Coverage Requirements

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Learning should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

In KS2, pupils should be taught about:

1. Changes in Britain from the Stone Age to the Iron Age
2. The Roman Empire and its impact on Britain
3. Britain's settlement by Anglo-Saxons and Scots
4. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
5. A local history study
6. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
7. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
8. Ancient Greece – a study of Greek life and achievements and their influence on the western world
9. 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.

Learning in history should also support pupils in being able to:

- A. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- B. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- C. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- D. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- E. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- F. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Where these are covered in our Years 3 and 4 History Curriculum:

	Cycle 1	Cycle 2
Term 2	Would you prefer to live in the Stone Age, Bronze Age or Iron Age? 1,,A,B,C,E,F	How have children's lives changed? 6,A,B,C,E,F
Term 4	Why did the Romans settle in Britain? 2,A,B,C,D,E,F,	What did the Ancient Egyptians Believe? 7,A,B,D,E,F
Term 6	How hard was it to invade and settle in Britain and "ere the Vikings raiders, traders or settlers? 3,4,A,B,C,E,F	How did the achievements of the Maya influence their society and beyond? 9,D,E,F

Where these are covered in our Years 5 and 6 History Curriculum:

	Cycle 1	Cycle 2
Term 2	What was the impact of WW1 on the people of Britain 6,A,B,C,D,E,F	What did the Greeks ever do for us? 8,A,B,D,E,F
Term 4	What was the impact of WW2 on the people of Britain? (Local Area Study?) 5,6,A,B,C,D,E,F	Who Should Go on the Bank Note?
Term 6	Kent In WWII and Kent Now	Champions of Change 6