

Long Term Plan for History



**Fields Multi Academy
Trust**

EYFS		
Year one of the rolling program for History in Understanding the World in EYFS		
Autumn Term	Spring Term	Summer Term
<p><i>Geography: Journeys</i> <i>History outcomes</i></p> <ul style="list-style-type: none"> • <i>I can talk about photos and memories and use to explore their life story.</i> • <i>I can celebrate community events and experiences such as sending Christmas cards.</i> • <i>I can talk about artefacts from the past that relate to our village</i> • <i>I can look at familiar situations in the past such as school, church and transport</i> 	<p>Historical skills: Develop an understanding of past and present through Traditional Tales</p> <p>Using fiction and non-fiction texts, we introduce characters from the past. We draw out common themes about these people using a variety of story telling opportunities.</p>	<p>Historical Skills: Growing and Change over time</p> <p>Through observations of ourselves and photographs over time, we recognise how we have changed from birth to now and establish this within our life story.</p> <p>By using objects such as toys, we can gain an understanding of how lives have changed over time and make comparisons with toys we play with and those played by older members of our family.</p>
Year two of the rolling program for History in Understanding the World in EYFS		
Autumn Term	Spring Term	Summer Term
<p>Historical skills: Understanding settlements and villages.</p> <p>Through observations of our own village, we recognise features of our own community. We develop vocabulary that incorporates different civilisations and link this to British Values.</p> <p>We talk about our own families and compare this with other families in our community and beyond such as the Royal Family and other cultural families.</p>	<p><i>Geography: Our Planet</i> <i>History outcomes</i></p> <ul style="list-style-type: none"> • <i>I can use words to show something from the past and the present.</i> • <i>I can observe simple differences between farming in the past and farming in the present.</i> • <i>I can use time vocabulary to describe how something changes over time.</i> 	<p><i>Geographical Skills: Physical Processes – Rivers</i> <i>History outcomes</i></p> <ul style="list-style-type: none"> • <i>I can see features of our local village and how they have changed over time using photographs</i> • <i>I can recognise special places and talk about why they might be important to members of our community – The Church</i>

Key Stage One		
Year one of the rolling program for History in KS1		
Autumn Term	Spring Term	Summer Term
<p><i>World Geography- Africa – History outcomes</i></p> <ul style="list-style-type: none"> I know that Kenya was once owned by Britain but it is now its own country. 	<p>History -Castles</p> <p>A study of the changing design of castles over time with a focus on the roles of those who lived and worked there. This is also an opportunity to look at the role William the Conqueror played in castle building.</p>	<p><i>Geographical skills: Our School Grounds.</i></p>
Year two of the rolling program for History in KS1		
Autumn Term	Spring Term	Summer Term
<p>History – Amazing Adventures</p> <p>A change over time study of transport, focusing on the reasons why planes, boats and trains have developed. It is also an opportunity to look at the significant figure of Amelia Earhart, and the Wright Brothers and events such as the sinking of the Titanic.</p>	<p>History -Great Fire of London</p> <p>A study of a significant national event and reasons why it happened and the changes it led to. This also an opportunity to make a comparison with a local significant event, The fire of Wem.</p>	<p><i>Local Geography – The Seaside – History outcomes</i></p> <ul style="list-style-type: none"> I know that seaside holidays have changed over time. I know that seaside locations such as Llandudno became popular during the Victorian times because of the development of the railways.

Lower Key Stage Two		
Year one of the rolling program for History in Lower Key Stage Two		
Autumn Term	Spring Term	Summer Term
<p>World Geography: India- history outcomes</p> <ul style="list-style-type: none"> • I know that the Indus valley supported one of the oldest civilisations in history. • I know that India was part of the British Empire (colonialism) and that the reason for this was trade. • I know that India became independent of British rule in 1947. 	<p>History topic: Vikings</p> <p>A study of the raids/invasion and settlement of the Viking tribes of Scandinavia and its impact on Britain. It is also an opportunity to study the significant figure of Alfred the Great and the importance of the Danelaw.</p>	<p>History: Romans (for first half of term)</p> <p>A study of the power of the Roman Empire and its impact on Britain. This is an opportunity to study the significant figure of Boudicca.</p>
Year two of the rolling program for History in Lower Key Stage Two		
Autumn Term	Spring Term	Summer Term
<p>History Topic: Stone Age to Iron Age</p> <p>A study of human development from the early Stone Age through the Neolithic and into the Bronze Age and Iron age. It is an opportunity to consider the impact of tool development and agriculture on human life.</p>	<p>History Topic: War Time to Wow Time</p> <p>A change over time topic looking at how culture and technology developed after the significant national event of WW2 into the 1950's and 1960's.</p>	<p>Local Geography /processes: Rivers- history outcomes</p> <ul style="list-style-type: none"> • I know that the River Severn played an important role in the development of Shrewsbury. • I know that the River Rhine, led to the development of many major European cities and this is because it is an important trade link.

Upper Key Stage Two		
Year one of the rolling program for History in Upper Key Stage Two		
Autumn Term	Spring Term	Summer Term
<p>World Geography- Brazil – history outcomes</p> <ul style="list-style-type: none"> • I know that Brazil became a Portuguese colony when European colonizers arrived in 1500 and that trade was one of the reasons for colonisation. This explains the Portuguese language. • I know that before this time Brazil was populated by native Indian tribes. • I know that in 1822 Brazil became an independent country. 	<p>History topic: Ancient Greeks A study of the impact of the Greek civilisation and culture on the modern World.</p>	<p>Locational knowledge/ natural resources: Where in the World? – history outcomes</p> <ul style="list-style-type: none"> • I know that a country's place in the world and its natural resources play a big part in its historical development. • I know that trade has taken place between countries/regions throughout human history and is one of the ways humans have developed.
Year two of the rolling program for History in Upper Key Stage Two		
Autumn Term	Spring Term	Summer Term
<p>History Topic: local history This is an opportunity to study our own local areas rich connections with the past. The main focus will be how we use an enquiry led approach, in the use of "local records" to find out about the past.</p>	<p>History Topic: Ancient Egypt A study of the Egyptian civilisation and culture and the important role the geography of the Nile valley played in its development. This is also an opportunity to study the significant role religious beliefs played into lives of these ancient people.</p>	<p>Local Geography: Mountains, Meres and Mosses – history outcomes</p> <ul style="list-style-type: none"> • I know that the meres and mosses formed at the end of the last ice age. • I know that the Moss played an important role in the lives of Whixall people, in terms of their work and home life. • I know that peat had many uses in the past but that its use has declined. • I know that the Moss was inhabited by Bronze age peoples and evidence has been found in the form of bog bodies. • I know that the Moss had a role to play in WW2.