



Ings Farm Primary Long Term Plan

**History
2019-2020**

**Skills &
Processes**

KS1
KS2

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| 1 | To develop an awareness of the past, using common words and phrases relating to the passing of time. |
| 2 | To know where the people and events they study fit within a chronological framework. |
| 3 | To identify similarities and differences between ways of life in different periods. |
| 4 | To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. |
| 5 | To understand some of the ways in which we find out about the past and identify different ways in which it is represented. |
| 6 | To develop a chronologically secure knowledge and understanding of British, local and world history. |
| 7 | To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. |
| 8 | To understand how our knowledge of the past is constructed from a range of sources. |
| 9 | To note connections, contrasts and trends over time and develop the appropriate use of historical terms. |

Skills & Processes involved - Indicate by term or **C** for continuous

Year	Term 1	Term 2	Term 3	1	2	3	4	5	6	7	8	9
Nursery	1a - Traditional Rhymes and Tales 1b - Personal significant events	2a - Special people 2b - Farm animals and their young.	3a - Favourite authors 3b - Holidays	Understanding the World, People and Communities Early Learning goals - Remembers and talks about significant events in their own experiences.								
Reception	1a - Ourselves/My family 1b - Old Toys	2a - Personal significant event Space - historical event	3b - Dinosaurs	Understanding the World, People and Communities Early Learning goals - Children talk about past and present events in their own lives and in the lives of family members.								
Year 1		1b - Changes within living memory Homes, schools, technology and communication.	3a & 3b - The lives of significant people in the past who have contributed to national or international achievements. James Cook and Neil Armstrong (compare and contrast).	C	C	C	3a 3b	C				
Year 2	1b - Significant historical events, people and places in their own locality. Compare and contrast seaside holidays in the past and present. Saltburn/Henry Pease.	2b - Events beyond living memory The Great Fire of London - Key facts and changes made following the fire.	3b - The lives of significant people in the past who have contributed to national or international achievements. Florence Nightingale/Mary Seacole (compare and contrast). Changes to made to standard of care in hospitals.	1b 2b	1b 2b	1b 2b	3b	3b				
Year 3	1b - Changes in Britain from the Stone Age to the Iron Age. Hunter-gatherers and early farmers. Bronze age religion, technology and travel.	2a - The Roman Empire and its impact on Britain. Julius Caesar's attempted invasion. The Roman Empire and the power of its army. Successful invasion by Claudius. British resistance by Boudica. Culture, beliefs and impact of technology.	3a - Britain's settlement by Anglo Saxons and Scots. Roman withdrawal from Britain. Anglo-Saxon invasion - settlements and village life. Anglo-Saxon art and culture.						C	C	3a	C

Year 4	<p>1b - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. WW2 - a significant turning point in British history.</p>	<p>2b - The Viking and Anglo-Saxon struggle for the Kingdom of England. Viking raids and invasions. Alfred the Great. Anglo Saxon laws and justice. Edward the Confessor and his death.</p>	<p>3b - A local history study. Iron Ore Mining - A study of a site dating from a period beyond 1066 that is significant in the locality.</p>							C	C	C	C	
Year 5	<p>1a - Ancient Greece A study of Greek life and achievements and their influence on the western world.</p>	<p>2a - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The Tudors - the changing power of the Monarchs.</p>	<p>3b - A non-European society that provides contrasts with British history. Mayan Civilization - culture. Influence and impact made today.</p>							C	C	1a 3b	1a	
Year 6	<p>1a - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The Victorians - Queen Victoria, Inventions and Children's lives. 1b - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. WW1 - a significant turning point in British history.</p>	<p>2b - The achievements of the earliest civilizations. The Shang Dynasty of Ancient China.</p>								1a 1b	C	C	C	
Whole School	<p>Ancient Egypt/The Indus Valley (achievements of the earliest civilizations) linked to Art and Geography. Art project linked to this time period. Whole school display.</p>													
working context	<p>KS1 home school gardens industry playgrounds wider environment other(please specify)</p>										<p>KS2 home school leisure culture enterprise industry other(please specify)</p>			