

History Long Term Plan



Year A Year B	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Autumn	<p>RECEPTION</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>What is a Queen?</p> <p>To know about 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 were the changes from Stone to the Iron Age?</p> <p>To know the changes in Britain from the Stone Age to the Iron Age.</p>	<p>How many achievements did the Greeks have?</p> <p>To know about Ancient Greek life. To know their achievements and their influence on the western world.</p>
Autumn	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures the past.</p>	<p>Why are people from Stoke called the 'Potters'?</p> <p>To know about significant historical events, people and places in their own locality.</p>	<p>Who were the Ancient Egyptians?</p> <p>To know where and when the first civilizations appeared and an in-depth study of: Ancient Egypt.</p>	<p>Who were the Mayans and what have we learnt from them?</p> <p>To know about a non-European society that provides contrasts with British history at the same time - Mayans</p>
Spring	<p>ELG</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>How did a small bakery shop cause a major disaster in London in 1666?</p> <p>To know about events beyond living memory that are nationally or globally significant.</p>	<p>What effect did the Anglo-Saxon invasion and settlement have on the culture and history of Britain?</p> <p>To know about Britain's settlements by Anglo-Saxons and Scots.</p>	<p>Who were the Tudors?</p> <p>To know about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>
Spring	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>How have toys changed from the past until the present?</p> <p>To know changes within living memory.</p>	<p>What was the Roman Empire?</p> <p>To know the impact of the Roman Empire on Britain.</p>	<p>Why did Britain go to war in 1939?</p> <p>To know about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>
Summer	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Why is Mow Cop Castle not a Castle?</p> <p>To know about significant historical events, people and places in their own locality.</p>	<p>Why did the Vikings bother to come to Britain?</p> <p>To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>How has leisure and entertainment changed over the 20th Century?</p> <p>To know about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
Summer		<p>What did Reginald Mitchell do to help Britain win the war?</p> <p>To know about events beyond living memory that are nationally or globally significant.</p>	<p>What did the Romans do for us?</p> <p>To know the impact of the Roman Empire on Britain.</p>	<p>Hide at the Bottom of your garden! WHAT?</p> <p>To know about local history.</p>