

## History Long Term Plan: Route A

	Autumn		Spring		Summer	
<b>EYFS</b>	<b>Once upon a time!</b>	<b>Walking round the zoo</b>	<b>Travel through London</b>	<b>Let's go on a journey!</b>	<b>A gardeners world</b>	<b>We could be heroes!</b>
	Show curiosity about objects, events and people Make links and noticing patterns in their experience Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment.	Talk about their own home and community life, and to find out about other children's experiences.	Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. Develop an understanding of growth, decay and changes over time. Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice.	Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.	Looks closely at similarities, differences, patterns and change.
<b>Years 1/2</b>	<b>Do all homes have moats?</b>	<b>What did Old McDonald have on the farm?</b>	<b>How wonderful is Winsford?</b>	<b>Where did the Rainbow Fish swim?</b>	<b>Who was braver Columbus or Armstrong?</b>	<b>Where does it rain more India or England?</b>
	Add notes/ pictures on timeline to show what life was like at different times. Can put several objects/ events from over 100 years ago in order on a simple timeline. Study homes through time so need reference to that which periods will we be looking at. comparison of objects found within the home during these times - use of artefacts etc.	Look at how the history of farming – how old are farms in the local area? Look at changes in farming equipment and techniques. Compare how we access food now compared to the past. Collect information through photographs of a new place.	Study significant historical events, people and places in their own locality. Identify landmarks within Winsford. Create historical questions that could be asked about it. Locate information about a landmark using a range of sources. Order a few significant local historical events, people and places in order on a timeline. Explore local museums/sites/old maps to extend the range of sources used to find out about the locality in the past	Understand the job of an explorer Consider what an explorer would need to take with them. Write in character as an explorer. Compare old and new maps. Understand how people have travelled over time. Compare transport now to transport in the past. Understand the festivals and traditions of the places travelled during the topic	Study the lives of significant individuals in the past who have contributed to national and international achievements Create good historical questions. To collect key facts about a historical figure To order key events in the life of a historical figure. Compare the achievements of historical figures. Write in a variety of styles in role. Create non-fiction fact files about them.	Find out about the life of Mahatma Gandhi. Compare significant weather events in India and the UK
<b>Years 3/4</b>	<b>How have humans survived over time?</b>		<b>What makes the world go round?</b>		<b>How does the spread of the Roman Empire affect us today?</b>	
	Study of Stone Age Britain Understand the work of an archaeologist. Explore a range of artefacts from the past Create a timeline of prehistoric Britain. Understand how people communicated in the past. Describe day-to-day tasks for a Stone Age person. Explore the diet of a Stone-Age Person.		Identify and describe changes in history Give simple reasons as to why key events happened in history Choose appropriate sources to answer questions To explain the events of Pompeii in a variety of ways Be able to discuss the impact of significant historical events, people and places in their own locality		Study of the growth of the Roman Empire, Roman Invasion of Britain and its lasting legacy. Understand the origins of the Roman Empire. Describe how the Empire spread throughout Europe, Asia and Africa. Understand what daily Roman life was like- housing, education, food, health etc Explore key Roman figures such as Boudicca and Alexander the Great. Describe what the Romans brought to Britain. Explore the legacy of the Roman Empire today. Create a timeline of key events. Write in role as various Romans.	
<b>Year 5/6</b>	<b>Who got what in the Anglo Saxon and Viking struggle for England?</b>		<b>What is it like in South America?</b>		<b>Medicine and Diseases</b>	<b>All That I Am</b>
	Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Reorder a timeline of key events in British history. Use the terms BC and AD confidently. Understand why the Anglo Saxons came to Britain. Create a map to show how the Anglo Saxon Empire spread. Compare and contrast a map of Anglo Saxon times and modern Britain. Ask questions about a historical figure -Alfred the Great. Investigate Viking longboats Understand how the Vikings gained control of North East England Understand how the Vikings sourced food. Describe the similarities and differences between Viking homes and modern homes.		A non-European society that provides contrasts with British history. Look at explorers and their discovery of South America. Look at the life of Hernan Cortez and learn about his journey to Mexico. Understand the influence that European settlers had on shaping South America e.g. introduction of Spanish and Portuguese and European cultures.		Study changes in an aspect of social history Understand how different civilisations approached medical care Understand how civilisations were influenced by each other. Create a range of medical remedies for an ailment using information from the past. Study the work of people who made a significant contribution to modern medicine eg. Florence Nightingale, Edward Jenner, Marie Curie, John Snow, Louis Pasteur	Look at changes in living memory. Compare their lives to that of their parents and grandparents. Create a time capsule from their time at St Joseph's. Consider what life will be like in the future. Write their own autobiography looking back on their life.

## History Long Term Plan: Route B

	Autumn		Spring		Summer	
<b>EYFS</b>	<b>All about me</b>	<b>A party around the world!</b>	<b>We could be heroes!</b>	<b>Amazing Adventures</b>	<b>Exploring</b>	<b>We're all going on a summer holiday!</b>
	Show curiosity about objects, events and people Make links and noticing patterns in their experience Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.	Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.	Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"	Use appropriate words e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.	Tell stories about places and journeys. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	Introduce vocabulary to enable children to talk about their observations and to ask questions. Examine change over time.
<b>Year 1/2</b>	<b>Where is the naughty bus going to take us?</b>	<b>Fire! Fire! How did the fire start?</b>	<b>Can a Kangaroo live in the Arctic?</b>	<b>Who had more fun?</b>	<b>When will I become a giant?</b>	<b>Why do we love to be beside the seaside?</b>
	Order a few significant local historical events. Collect information in a variety of ways e.g. interviews, pictures, objects or museums Use a wide vocabulary of everyday historical terms.	Study events beyond living memory that are significant nationally or globally. Use a range of sources to understand what the UK was like in the past. Use a range of pictures of historical figures to understand the past. Grade sources depending on how helpful they are. Understand the effect of the Great Fire on London. Compare houses today and during the 17 <sup>th</sup> century.	Study the lives of significant individuals in the past who have contributed to national and international achievements – famous naturalists e.g. Sir David Attenborough, Charles Darwin etc.	Study changes within living memory. Ask questions about the toys they used to play with. Organise pictures of historical toys into chronological order. Use the terms 'century' and 'decade' correctly. Group objects into decades and centuries. Create a timeline of toys from the past.	Investigate different ways to tell the weather e.g. cows sitting down, red sky in the morning etc	Compare a day at the beach now to a day out 100 years ago Study pictures from trips to the beach throughout history and discuss them Use role play to re-enact a trip to the beach Create quality historical questions
<b>Year 3/4</b>	<b>Why is the River Nile so important?</b>		<b>How did World War II change our lives today?</b>		<b>Why is Beeston Castle located in the best place?</b>	<b>Why has Greece always been in the news?</b>
	Study the achievements of the earliest civilizations – Ancient Egypt Understand how the Ancient Egyptians fit into History. Recall key facts about a significant Egyptian figure. Understand the story of Tutankhamun. Explore how Tutankhamun's tomb was discovered. To write from the perspective of a historical figure. Describe some of the achievements from the Ancient Egyptian Civilisation. Explore the Ancient Egyptian diet.		To use a range of sources to investigate the impact of WWII To create a fact file about WWII leaders To read literature about WWII To understand why and when WWII happened and place it on a timeline		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Explore the Battle of Hastings. Understand why William the Conqueror built castles. Describe where a good place would be to build a castle. Describe the key features of castles. Understand how Castles are attacked and defended.	Study the achievements of the earliest civilizations – Ancient Greece Create a timeline to show where Ancient Greece fits into history. Explore how Ancient Greeks worshipped. Understand why the Acropolis was significant to Greek people. Describe how city states fought against each other. Describe the origins of the Olympic Games
<b>Year 5/6</b>	<b>Who were the Mayans and what have we learnt from them?</b>		<b>Where shall we go on our journey to North America?</b>		<b>Why is it night in Australia when it's morning in the UK?</b>	<b>All That I Am</b>
	Study a non-European society that provides contrasts with British history- Ancient Mayans Understand how the Mayans fit into history. Create timelines to show how the Mayans fit into History Understand how society was organised. Describe how food was sourced. Describe some of the key achievements of the Ancient Mayans. Understand how we know so much about the Mayans. Describe the decline of the Mayan empire. Describe daily Mayan life.		Explore the life of famous explorers such as Sir Francis Drake, Christopher Columbus and Marco Polo. Investigate the history of aviation including air ship, the Wright brothers, Sir Frank Whittle and the jet engine, Concorde and the Airbus A380. Discover famous journeys that explorers have taken.		Find out about Sir Isaac Newton and his theories about forces. Explore the lives of significant British individuals in relation to space exploration such as Helen Sharman and Tim Peake.	Look at changes in living memory. Compare their lives to that of their parents and grandparents. Create a time capsule from their time at St Joseph's. Consider what life will be like in the future. Write their own autobiography looking back on their life.