



Woodland Primary School

Long Term Plan for History



| | FS1 | FS2 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--------|--|---|---|---|--|--|---|---|
| Autumn | <p><u>Me and my family</u> Begin to make sense of their own life-story and family's history (Within living memory)</p> | <p><u>People who help us</u> Talk about the lives of the people around them and their roles in society (Within living memory)</p> | <p><u>The Great Fire of London</u> Know about and be able to retell the key events of the Great Fire of London (settlement, technology) (Events beyond living memory)</p> | <p><u>Gunpowder, Treason and Plot</u> Know and be able to say why people celebrate Bonfire Night each year (governance, legacy) (Events beyond living memory)</p> | <p><u>Stone Age- Iron Age</u> Describe the key changes between the Stone Age and Iron Age, outlining reasons for the changes and the subsequent impact on people living in the following eras (settlement, technology) (Chronology from Stone Age to 1066)</p> | <p><u>Roman invasion of Britain</u> Know and be able to describe the key facts about the Roman invasion of Britain, including the significance they had on Britain at the time and after they left (governance, invasion, technology, legacy) (Chronology from Stone Age to 1066)</p> | <p><u>Britain's settlement by Anglo-Saxons and Scots</u> Explain why the Anglo-Saxons invaded and eventually settled in England and outline the significant impact on people living in Britain then and following (governance, settlement, legacy) (Chronology from Stone Age to 1066)</p> | <p><u>World War 2 and the Battle of Britain</u> Analyse historical sources to explain the significance of World War II (including the Battle of Britain) on Britain and the impact it had on the people of Hull (governance, invasion, legacy, technology) (Local History)</p> |
| Spring | <p><u>People who help me</u> Significant people in their lives (Lives of significant people)</p> | <p><u>Florence Nightingale</u> Recognise a significant historical figure and say what they are known for (Lives of significant people)</p> | <p><u>Neil Armstrong</u> Know and be able to state why Neil Armstrong was important. (Lives of significant people) (technology, legacy)</p> | <p><u>Grace Darling</u> Know and be able to recall why Grace Darling is considered a heroine. (Lives of significant people) (settlement, technology)</p> | <p><u>Ancient Egypt</u> Describe the advancements that led Ancient Egypt to be considered a civilised society, including drawing conclusions as to whether Ancient Egypt was more advanced than Britain was at that time (technology, governance, legacy) (World History)</p> | <p><u>Ancient Greece</u> Know and be able to describe the achievements and ways of life of the Ancient Greeks including the influence it had on the western world (governance, culture, legacy) (World History)</p> | | |
| Summer | <p><u>Then and now</u> Look at photographs of things from the past to present day, to gain an understanding that things in Britain/Local Community have changed over time (Local history)</p> | <p><u>Past and Present</u> Talk about similarities and differences between things from the past to now (Local history)</p> | <p><u>How have toys changed?</u> Know and be able to describe how children spend their time has changed over the last 100 years (Within living memory) (technology, culture)</p> | <p><u>Amy Johnson</u> Know and be able to recall key facts about a significant person (Amy Johnson), giving reasons as to why she is significant (Local History) (technology, culture)</p> | | | <p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u> Explain the causes, changes and consequence of the Viking invasion on Anglo-Saxon Britain (governance, settlement, invasion) (Chronology from Stone Age to 1066)</p> | <p><u>Mayan civilization</u> Draw conclusions about the advancements of Mayan people in comparison to life in Britain at the time (The Anglo-Saxons)- conclude which society was the most advanced (900AD) (culture, legacy) World History</p> |

