

## History Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Reception</b></p> <p><b>Understanding the World</b></p> <p>Past and Present</p> <p>The natural World</p> <p>People, Cultures and communities:</p>	<p><b>You Choose</b></p> <p>Key texts: 'You Choose', The Three Little Pigs, Goldilocks, Handa's Surprise.</p> <p><b>Learning Objectives:</b></p> <p><i>Objects in your house – what objects are in your house? What objects are from the past? Toys from the past.</i></p> <p><i>Black History Month – Learn about the lives of Mary Seacole and Dr Mae Jemison</i></p> <p><i>Different types of houses and their features (link to countries around the world). Signs of Autumn within their environment. Features of their local environment.</i></p> <p><i>Life cycles of humans. Talk about how we have changes/developed since begin a baby. Explore different materials and their purposes. Experience and discusses how exercise affect our bodies.</i></p> <p><i>What makes you unique? What they like to play at home.</i></p>	<p><b>Exploring</b></p> <p>Key texts: Whatever next, Stickman, Christmas stories</p> <p><b>Learning Objectives:</b></p> <p><i>Family – Talk about our families using photographs.</i></p> <p><i>Remembrance Day</i></p> <p><i>Christmas – Know the story of The First Christmas. Discuss Christmas traditions and how these have changed over time.</i></p> <p><i>Begin to explore a world map and where they live in relation to it. Share family links to other countries. Understand that people live in different countries and cultures. Explore similarities and differences.</i></p> <p><i>Begin to explore the idea of space, naming some planets. Explore light and shadows through torches.</i></p> <p><i>Observe changes to water in different temperatures.</i></p>	<p><b>The Past</b></p> <p>Key texts: Non-fiction texts. Dinosaur stories, Cave Baby, Kings and Queens (factual)</p> <p><b>TRIP – Temple Newsam</b></p> <p><b>Learning Objectives:</b> Children to learn about their own personal past (timelines of own lives), talking about key event within their life and compare their lives to the lives of others. Begin to explore 'The past' beyond their living memory. Dinosaurs (fossils, palaeontologist) Stone age (Cave baby) and compare lives of people in the stone age to people know. Begin to explore that Earth has changed over time. Compare environmental changes since the stone age. Identify changes to the environment during winter. Understand how materials such as fossils can be used to teach us about the past (dinosaurs). Materials in the stone age.</p>	<p><b>Fantasy/Storytelling</b></p> <p>Key texts: Traditional stories (including, gingerbread man, the three billy goats gruff), Room on the broom, Supertato The Easter story</p> <p><b>Learning Objectives:</b> Visit a place of historical importance. Know that traditional tales are stories that have been told and retold for many years. Begin to draw simple maps. Compare children's immediate environment to contrasting environments through stories. Compare natural and manmade features of environment. Identify changes to the environment during spring. Explore materials and their properties. Begin to explore occupations such as vets, doctors, etc. Discuss how we can care for the natural environment. People who help us – real life superheroes. Parents in and talk about their jobs.</p>	<p><b>Farm</b></p> <p>Key Texts: Farmer Duck, What the Ladybird Heard, On the farm (factual), Oliver's vegetables, Animal/farm poems</p> <p><b>TRIP – Hesketh Farm</b></p> <p><b>Learning Objectives:</b> Compare farms past and present. Explore how tools, machinery and farmers roles have changed over time. Compare photographs past and present.</p> <p>Features of a farm. Compare environments between countries, cities, towns etc. Draw simple maps, looking at key symbols and their meaning. Compare farms in Leeds to farm in other countries. Purpose and features of farms. Observations of animals. Different plants (including how to care for them) Begin to understand where food comes from. Animals and their babies. Farmers role. Life cycles of different animals including frog, chicken, butterfly.</p>	<p><b>Under the Sea</b></p> <p>Key Texts: Commotion in the Ocean, Rainbow Fish, The Snail and the Whale, Tiddler Sharing a shell, The singing Mermaid, Stanley Bright</p> <p><b>Alive &amp; Kicking – At the bottom of the Bottom of the Bottom of the sea</b></p> <p><b>Learning Objectives:</b> Begin to explore changes to the environment over time. Know that there are continents and oceans. Begin to describe differences between oceans and their habitats. Begin to look at the effects on nature/climate change. Continue to explore world map. Environmental changes in summers. Materials that float and sink. Name, describe and sort sea creatures. Importance of protecting oceans and environments. Animal habitats around the world.</p>

## History Long Term Plan

<b>Year 1</b>	<p><b>Animals including humans</b> <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To look at the changes within our living memory</li> <li>• To create a timeline of our lives.</li> <li>• Describe Significant people from the past</li> <li>• Recount changes that have occurred in their own lives.</li> </ul>	<p><b>Autumn</b> <b>Christmas</b> <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Use dates where appropriate.</li> </ul>	<p><b>Winter</b> <b>Wizard of Oz (everyday materials)</b> <b>Learning Objectives:</b></p> <p>Ask questions such as: What was it like for people? How long ago? Comparing life for Dorothy to life now.</p> <ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>	<p><b>Spring</b> <b>The UK</b> <b>Learning Objectives:</b> <b>The UK</b> <b>Kings and Queens</b></p> <ul style="list-style-type: none"> <li>• Describe Historical events</li> <li>• Describe Significant people from the past.</li> <li>• To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea</li> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Place events and artefacts in order on a time line.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>	<p><b>Jack and the Beanstalk</b> <i>(George Washington Carver)</i> <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe Significant people from the past</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> </ul>	<p><b>Seaside</b> <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>
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## History Long Term Plan

Year 2	<p><b>The Great fire of London</b> <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Describe Historical events</li> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Place events and artefacts in order on a time line.</li> </ul> <p>• Label time lines with words or phrases such as: past, present, older and newer.</p> <p>• Recount changes that have occurred in their own lives.</p> <p>• Use dates where appropriate.</p>	<p><b><u>Victorians</u></b></p> <p><b>Significant Individuals</b> Queen Victoria</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul> <p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>The lives of significant people in the past who have contributed to national and international achievements.</li> </ul>	<p><b>The Lake District</b> <b>Significant Individuals</b> Beatrix Potter</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>The lives of significant people in the past who have contributed to national and international achievements.</li> <li>Compare aspects of life with different periods of time.</li> </ul>	<p><b>Chicks (2 weeks)</b> <b>Learning Objectives:</b></p>	<p><b>Chocolate</b> <b>Learning Objectives:</b> <b>Where does Chocolate come from?</b></p> <ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe</li> <li>Use dates where appropriate.</li> </ul>	<p><b>India</b> <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.             <ul style="list-style-type: none"> <li>Show an understanding of the concept of nation and a nation's history</li> </ul> </li> <li>Use dates where appropriate.</li> </ul>
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		Compare aspects of life with different periods of time			
<b>Year 3</b>	<p><b>Adventurers and Explorers Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>· Place events, artefacts and historical figures on a time line using dates.</li> <li>· Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology</li> <li>· Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>· Use dates and terms to describe events</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<p><b>Stone Age to Iron Age (Rocks and soils)</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<p><b>Rainforests</b></p> <p><b>Learning Objectives:</b></p>	<p><b>Ancient Greece and Modern Greece</b></p> <p><b>Learning Objectives:</b></p> <p>Greek life and achievements and their influence on the western world</p> <p><i>Learning objectives:</i></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	
<b>Year 4</b>	<p><b>Bright Sparks (Electricity and Inventors)</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>· Use evidence to ask questions and find answers to questions about the past.</li> <li>· Place events, artefacts and historical figures on a time line using dates.</li> <li>· Understand the concept of change over</li> </ul>	<p><b>Titanic and Water Cycle</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<p><b>Italy and Ancient Romans</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<p><b>Egypt and Ancient Egyptians</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> </ul>	

## History Long Term Plan

	<p>time, representing this, along with evidence, on a time line.</p> <ul style="list-style-type: none"> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul>	<ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	
<b>Year 5</b>	<p><b>America (Including Mayans)</b> <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past. <ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> </li> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.</li> <li>Use dates and terms accurately in describing events. <ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> </ul> </li> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> </ul>	<p><b>Earth and Space</b> <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past. <ul style="list-style-type: none"> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Use original ways to present information and ideas.</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Use dates and terms accurately in describing events.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> </ul>	<p><b>Anglo Saxons/Vikings</b> <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Refine lines of enquiry as appropriate.</li> <li>Use sources of information to form testable hypotheses about the past. <ul style="list-style-type: none"> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Give a broad overview of life in Britain and some major events from the rest of the world.</li> <li>Use sources of evidence to deduce information about the past</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Use dates and terms accurately in describing events.</li> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> </ul> </li> </ul>		
<b>Year 6</b>	<p><b>Britain Through the Decades (1930-2000s)</b> <b>Learning Objectives:</b></p>	<p><b>WWII</b> <b>Learning Objectives:</b></p>	<p><b>Mountains and River Environments</b> <b>Learning Objectives:</b></p>	<p><b>Money, Money, Money I'm a Year 6...</b> <b>Learning Objectives:</b></p>	<p><b>Marvellous Maps (Local Area Study)</b> <b>Learning Objectives:</b></p>

## History Long Term Plan

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