

## Long Term Plan – History Cycle 1

	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Nursery</b> History in nursery is embedded within wider topics	<b>Me and My family</b> How old is my house? Family- generations Local area/ age of buildings	<b>Traditional Tales</b> What does traditional mean? How do we know it is old? Passed down through time Difference in settings	<b>Amazing Animals</b> Extinct animals	<b>People who help us</b> How jobs have changed Gender roles within society/jobs Clothing relevant to jobs	<b>Places to visit</b> Seaside- changes in swimwear, transport, Punch and Judy Park-age of trees, buildings, park gates	<b>Fantasy</b> Castle, knights, fighting
<b>Reception</b> History is embedded within wider topics in reception class	<b>All about me and my family</b> Family- generations and how they relate to me and each other eg who is the oldest? What was life like at home for my older relatives compared to now?	<b>Celebrations &amp; Festivals</b> What is a celebration or a festival and where did they come from? Are all festival/celebrations old? How do festivals/celebrations link to the past? Have any celebrations changed over time?	<b>People who help us</b> How jobs have changed since the Victorian times How gender roles within society/jobs have changed How equipment has changed and is used to help people who help us What jobs we might want to do?	<b>Brilliant Books</b> Exploring a range of books from a variety of cultures over the past – ranging from fables and religious stories to modern day work. Looking at settings and characters and how these give us clues about the historical time period	<b>Growing</b> Life cycle of a human – how people change as they age and how that relates to me now	<b>Wonderful World</b> Explore where the united Kingdom sits in the world and how we are an island and explore how has this helped us in the past?
Class 1	<b>Changes within living memory – toys</b> To Know how long toys have existed What were toys made of during the Victorian Age What modern toys are made of How toys have changed over generations I can put toys (objects) on a timeline		<b>Significant individuals – Nurturing Nurses</b> To know who Mary Seacole was. To know who Florence Nightingale was To know what MS will be remembered for. To know what FN will be remembered for		<b>Changes beyond living memory – Great Fire of London</b> To use dates to talk about people and events from the past To answer questions about people from past To learn how the fire was put out To learn what happened after the fire was put out	
Class 2	<b>Titanic</b> To explain the cause of a historical event To explain the consequences of the sinking of the Titanic		<b>Significant individuals – Neil Armstrong</b> To explain the lead up to & impact of the moon landing		<b>Local history – coal mining</b> To learn what coal mining is & what coal is used for To learn the roles of women and children in mining	

## Long Term Plan – History Cycle 1

	To know the impact that the event had on how we live today		To learn why Neil Armstrong is a significant individual		To learn about the closures of the pits	
Class 3-4	<p><b>Changes in Britain from Stone age to Iron age- Skara Brae</b></p> <p><b>What was Britain like in the Stone age?</b></p> <p>What was Britain like in the Bronze age?</p> <p>What was Britain like in the Iron age?</p> <p>What is Skara Brae?</p>		<p><b>The Roman Empire and the impact on Britain- Julius Caesar</b></p> <p>Who was Julius Caesar?</p> <p>Who were the Romans?</p> <p>To order events on a timeline inc BC / AD</p> <p>To know what the Romans were famous for</p> <p>To know what changes the Romans brought to Britain.</p>		<p><b>Britain's Settlements by Anglo Saxons and Scots- Scots invasion from Ireland to North Britain</b></p> <p>To learn about who followed the Romans into Britain</p> <p>To learn about Picts and Scots</p> <p>To learn about Anglos and Saxons</p> <p>To learn about Pagans and Christians</p>	
Class 4-5	<p><b>The Vikings</b></p> <p>To learn about where Vikings came from</p> <p>To learn about when Vikings arrive</p> <p>To learn about the relationship between Anglo-Saxons and Vikings</p> <p>To learn about King Alfred the Great</p>		<p><b>The Industrial Revolution – Shoddy and Mungo</b></p> <p>To learn about Michael Sadler</p> <p>To learn the dates of the industrial revolution</p> <p>To learn about Mungo and Shoddy</p> <p>To learn about children during the industrial revolution</p>		<p><b>Riotous Royalty</b></p> <p>To learn about queen Victoria's assassination attempts</p> <p>To learn about Queen Victoria's unpopularity</p> <p>To learn about Britain's power, during Victoria's reign</p> <p>To learn about two other 'riotous royals'</p>	
Class 5-6	<p><b>Ancient Sumer</b></p> <p>To learn where Sumer is</p> <p>To learn about farming in Ancient Sumer</p> <p>To learn about cities in ancient Sumer</p> <p>To learn about the wheel</p>		<p><b>Ancient Greece</b></p> <p>To learn what ancient Greece was known for</p> <p>To learn about democracy in Ancient Greece</p> <p>To learn about the Olympic games</p> <p>To learn about the Trojan war</p>		<p><b>Non-European society - Baghdad</b></p> <p>To learn about where Early Islamic Civilisation fits on a timeline</p> <p>To learn about Significant Islamic Scholars</p> <p>To learn about the rise of Baghdad</p> <p>To learn about the siege of Baghdad</p>	

## Long Term Plan – History Cycle 1