

**History Long Term Plan (Class 1)**

**Understanding the World: Past and Present (EYFS)**

		Cycle A			Cycle B		
		Autumn	Spring	Summer	Autumn	Spring	Summer
EYFS		<b>Understanding the World: Past and Present</b>	<b>Understanding the World: Past and Present</b>	<b>Understanding the World: Past and Present</b>	<b>Understanding the World: Past and Present</b>	<b>Understanding the World: Past and Present</b>	<b>Understanding the World: Past and Present</b>
3-4yrs		Begin to make sense of their own life-story and family's history. Spend time with children talking about photos and memories, especially in the context of transport, books and toys.	Begin to make sense of their own life-story and family's history. Spend time with children talking about photos and memories, especially in the context of monarchs.	Begin to make sense of their own life-story and family's history. Spend time with children talking about photos and memories, especially in the context of the street scene.	Begin to make sense of their own life-story and family's history. Spend time with children talking about photos and memories.	Begin to make sense of their own life-story and family's history. Spend time with children talking about photos and memories, especially in the context of exploration.	Begin to make sense of their own life-story and family's history. Spend time with children talking about photos and memories, especially in the context of our locality and notable people.
Reception		Comment on images of familiar situations in the past, especially in the context of transport, books and toys.	Compare and contrast characters from stories, including figures from the past, especially in the context of monarchs.	Comment on images of familiar situations in the past, especially in relation to the street scene.	Compare and contrast characters from stories, including figures from the past, especially in the context of the Great Fire of London.	Compare and contrast characters from stories, including figures from the past, especially in the context of exploration.	Comment on images of familiar situations in the past, especially in the context of people and places in our locality.

### History Long Term Plan (Year 1/2)

Cycle A		
Autumn	Spring	Summer
Changes within living memory	Significant Individuals in the past	Changes within living memory
<p><b>Changes within Living Memory:</b> Transport; Toys &amp; Books</p> <ul style="list-style-type: none"> <li>• Are toys from the past more fun than today and why?</li> <li>• How do we know?</li> </ul> <p><b>Hamilton Trust:</b> ref to Block A, C, E</p> <p><b>Enrichment:</b> Visit/Visitor/Class Museum</p> <p><b>Key Vocabulary:</b> now, then, past, present, old, new, today, tomorrow, yesterday, once, same, different, change, modern, antique, various toy and transport names e.g. tram.</p>	<p><b>Monarchs:</b> Elizabeth 1 &amp; Victoria</p> <ul style="list-style-type: none"> <li>• Would you like to be a monarch and why?</li> <li>• Timeline, eye witness reports, images, stories, research questions.</li> <li>• Compare life in Victoria and Elizabethan Eras.</li> </ul> <p><b>Hamilton Trust:</b> ref to Block A</p> <p><b>Enrichment:</b> Workshop/Class Museum</p> <p><b>Key Vocabulary:</b> monarch, Victorian, Elizabethan, coronation, crown, reign, role, British, English, national, international, achievement, legacy, king, queen.</p>	<p><b>How has the high street changed?</b> Looking at changes since the 1960s</p> <ul style="list-style-type: none"> <li>• What was the high street like before? How has it changed?</li> <li>• What was it like to shop for food?</li> <li>• How was food packed and stored?</li> <li>• How did people pay for their goods?</li> <li>• How can we find out? (pictures, photos, oral history, reports, books, internet, other sources)</li> </ul> <p><b>Enrichment:</b> Beverley/Bridlington/Lockington/parent/carer/grandparent invited to discuss/exhibition for rest of the school</p> <p><b>Historical Association:</b> ref to unit</p> <p><b>Twinkl:</b> ref to modern high street.</p> <p><b>Key Vocabulary:</b> supermarket, grocer, florist, butcher, newsagent, post office, bank, café, restaurant, public house, garage, money, bank card, coins, pounds, shilling, pence</p>
<p>Events beyond living memory: <b>Anniversaries: Bonfire Night &amp; Guy Fawkes</b></p>	<p>Events beyond living memory: <b>Shakespeare's Birthday (block F)</b></p>	
<p>Use common words and phrases relating to the passing of time; know where the people and events they study fit within a chronological framework; identify similarities and differences; use a wide vocabulary of everyday historical terms; ask and answer questions, choosing and using parts of stories and other sources to show knowledge and understanding; understand some of the ways in which we find out about the past; identify different ways in which it is represented. Refer to history progression map to support differentiation.</p>		

Cycle B		
Autumn	Spring	Summer
Events Beyond Living Memory	Significant individuals	Significant events, people and places in own locality.
<p><b>The Great Fire of London</b></p> <ul style="list-style-type: none"> <li>• What were buildings like in 1666?</li> <li>• Why did the Great Fire of London cause so much destruction?</li> <li>• How did London change as a result of the Great Fire?</li> </ul> <p><b>Hamilton Trust:</b> ref to Blocks A, B, D,F</p> <p><b>Enrichment:</b> Fire Service Visit/Class Museum</p> <p><b>Key Vocabulary:</b> London, burning, cart, destroyed, damaged, escape, monument, narrow, sound, thatched roof, bakery, diary,</p>	<p><b>Ice Explorers &amp; Activists</b></p> <ul style="list-style-type: none"> <li>• Shackleton, Scott, Livingston</li> <li>• Parks, Yousafsa</li> <li>• Why journey into the unknown?</li> <li>• How have activists changed the world?</li> </ul> <p><b>Hamilton Trust:</b> ref to Famous for more than five minutes (Block B &amp; E)</p> <p><b>Enrichment:</b> class museum</p> <p><b>Key Vocabulary:</b> ice, iceberg, sail, sailor, mariner, merchant navy, Endurance, Antarctic, South Pole, destroyed, damaged, survived, South Georgia, Elephant Island.</p>	<p><b>Amy Johnson</b></p> <ul style="list-style-type: none"> <li>• Why was Amy Johnson famous?</li> <li>• Where and when was Amy born?</li> <li>• Where did she fly her plane 'Jason' to and why?</li> </ul> <p><b>Enrichment:</b> Street Life/Sewerby Hall</p> <ul style="list-style-type: none"> <li>• St Mary's Church, Lockington</li> <li>• What can I find out about the history of Lockington Church?</li> </ul> <p><b>Enrichment:</b> Visit to church, history talk for parents/carers</p> <p><b>Key Vocabulary:</b> Church, font, altar, church yard etc. aviator, aeroplane, pilot, Britain, England, Australia, London, adventure, danger, mission, first</p>
<p>Events beyond living memory:</p> <p><b>Anniversaries: Remembrance Day (Block A)</b></p>		
<p>Use common words and phrases relating to the passing of time; know where the people and events they study fit within a chronological framework; identify similarities and differences; use a wide vocabulary of everyday historical terms; ask and answer questions, choosing and using parts of stories and other sources to show knowledge and understanding; understand some of the ways in which we find out about the past; identify different ways in which it is represented. Refer to history progression map to support differentiation.</p>		

## History Long Term Plan (Class 2)

History Cycle A (2025-26)		
Autumn	Spring	Summer
Changes in Britain from the Stone Age to the Iron Age	Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt.	A non-European society that provides contrasts with British history: Maya civilization c. AD 900
<b>Changes in Britain from Stone Age to Iron Age:</b>	<b>Early Civilisations: Ancient Egypt</b>	<b>Maya</b>
<ul style="list-style-type: none"> <li>• main dates of periods in Stone Age to Iron Age Britain;</li> <li>• differences between Palaeolithic, Mesolithic and Neolithic Ages;</li> <li>• differences between the early, middle and late Iron Age; hillforts;</li> <li>• main periods in prehistory, matching ages to dates and main developments;</li> <li>• Prehistoric technology, tools and inventions including fire, pottery, stone, bronze &amp; iron.</li> </ul> <p><b>Enrichment:</b> East Yorkshire Museum – Mortimer Collection</p> <p><b>Hamilton Trust:</b> ref to Block A: Introduction; Block C: Technology &amp; Tools.</p> <p><b>Key Vocabulary:</b> Stone Age, cave painting, mammoth, Neolithic, spear, house, Skara Brae, hand axe, antler, hammer stone, Bronze Age, pottery, Stonehenge, round house, Iron Age, axe, sword, dagger, arrowhead, armour, shield, hill fort, smithing, farming.</p>	<ul style="list-style-type: none"> <li>• What was happening in Britain at the time of the Ancient Egyptian Civilisation?</li> <li>• What was Ancient Egyptian society like?</li> <li>• Alexander the Great, Cleopatra, pharaohs, dynasties, defence, pyramids, building, the sphynx, ancient tombs and the Nile.</li> </ul> <p><b>Enrichment:</b> Egyptian Workshop</p> <p><b>Hamilton Trust:</b> ref. to Block A: Introduction &amp; Block C: Pharaohs and Pyramids.</p> <p><b>Key Vocabulary:</b> ancient, civilisation, empire, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb, pyramid, temple, building, dynasties.</p>	<ul style="list-style-type: none"> <li>• The Maya civilisation in a world-wide context, in comparison with contemporary British society;</li> <li>• The effects of invasion on Maya compared to Anglo-Saxon culture and the legacy of both cultures;</li> <li>• The Mayo of Mesoamerica,; when archaeologists first recognised Maya civilisation, when the civilisation ended, while recognising there are still Maya;</li> <li>• Logograms, hieroglyphs, the Copan Staircase and Maya codices;</li> <li>• Maya hinting and farming, food and chocolate</li> </ul> <p><b>Enrichment:</b> York’s Chocolate Story and Maya workshop)</p> <p><b>Hamilton Trust:</b> ref. to Block A: Context; B: Introduction; C: Writing; J: Farming</p> <p><b>Key Vocabulary:</b> civilisation, cacao beans, drought, maize, jaguar, codices, society, legacy, archaeologist, hieroglyph.</p>
<p>Include work on chronology, knowledge and understanding, making connections, trends over time, contrasts, change, cause, similarities and differences and how knowledge about the past is constructed from a range of sources. Refer to History Progression Map to support differentiation.</p>		

History Cycle B (2022-23)		
Autumn	Spring	Summer
Ancient Greece: a study of Greek life and achievements and their influence on the western world		The Roman Empire and its Impact on Britain
<b>Ancient Greece</b>		<b>The Romans in Britain</b>
<ul style="list-style-type: none"> <li>• The four main periods of the Greek Empire;</li> <li>• Myths of the Trojan War and Minotaur;</li> <li>• The lost city of Atlantis;</li> <li>• The development of democracy from Ancient Greece to systems today;</li> <li>• The ancient Olympics.</li> </ul> <p><b>Enrichment:</b> Ancient Greece Workshop</p> <p><b>Hamilton Trust:</b> ref to Block A: Timeline; Block B: True or False; Block C: Empire; Block J: Olympics; Block K: Democracy. Some units to be light touch.</p> <p><b>Key Vocabulary:</b> ancient, army, Athenian, civilisation, city state, democracy, empire, god, goddess, Greek, Greece, legacy, Olympics, primary source, secondary source, Spartan, Trojan, Troy</p>	Time built in to continue/consolidate Ancient Greece unit if required.	<ul style="list-style-type: none"> <li>• The legend of how Rome was founded, Romulus and Remus;</li> <li>• Introduction to Romans, history or Rome, legend and fact;</li> <li>• How Romans extended their influence to create a large empire;</li> <li>• Life in Britain before Romans arrived- Celts and Celtic Villages;</li> <li>• Roman soldiers, Roman impact on Britain;</li> <li>• Mosaics and their significance;</li> <li>• Legacy – cities, rule of law, numerals and calendar.</li> </ul> <p><b>Enrichment:</b> Hands on History Museum, Hull or Yorkshire Museum.</p> <p><b>Hamilton Trust:</b> ref to Block A: Introduction; Block B: Invasion of Britain; Block C: Impressive Mosaics; Block H: Roman Legacy.</p> <p><b>Key Vocabulary:</b> Roman, Celt, citizen, conquest, conquer, empire, emperor, legion, rebellion, Roman Empire, tribe, Julius Caesar, Emperor Claudius.</p>
<p>Include work on chronology, knowledge and understanding, making connections, trends over time, contrasts, change, cause, similarities and differences and how knowledge about the past is constructed from a range of sources. Refer to History Progression Map to support differentiation.</p>		

History Cycle C (2023-24)		
Autumn	Spring	Summer
Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A local history study
<b>Invaders and Settlers: Anglo Saxons and Scots</b>	<b>Invaders and Settlers: Vikings, their Raids and Invasions to 1066.</b>	<b>Beverley Minster</b>
<ul style="list-style-type: none"> <li>• Invaders, settlers, motivations for emigration;</li> <li>• Anglo Saxon lives, settlements, place names, invasion routes, kingdoms and ancient roads;</li> <li>• Kings and laws, King Ethelbert, King Offa and King Alfred;</li> <li>• The class system and law and order.</li> </ul> <p><b>Enrichment:</b> Museum visit/workshop  <b>Hamilton Trust:</b> ref to history focus in Block A: Introduction; Block B: Settlements; Block C: Invasions; Block F: Kings and Laws  <b>Key Vocabulary:</b> arrow, army, Angles, Saxons, Jutes, Europe, France, Normandy, Sutton Hoo, farming, thatch, trading, jewellery, coins, runes, iron, bronze, kingdom, chronicles, Bayeux Tapestry, kingdom, shield, soldier, cavalry, infantry, defeat, Harold Hardrada, William the Conqueror.</p>	<ul style="list-style-type: none"> <li>• Why Vikings left Scandinavia and were successful raiders;</li> <li>• Beliefs, weapons, longships, famous leaders and explorers;</li> <li>• Way of life, farm settlements and longhouses;</li> <li>• Trade, routes and markets.</li> </ul> <p><b>Enrichment:</b> Viking workshop/Yorvik Visit  <b>Hamilton Trust:</b> ref to history focus in Block A: Introduction; Block B: Raiders; Block C: Viking Way of Life  <b>Key Vocabulary:</b> longship, exile, kingdom, outlawed, pagan, raided, pillaged, jewellery, wergild (payment system), Viking, invader, invade.</p>	<ul style="list-style-type: none"> <li>• St John and King Athelstan</li> <li>• Beverley Minster timeline</li> <li>• Facts about Beverley Minster</li> <li>• Growth of the town and pilgrimage</li> <li>• Justice and freedom.</li> <li>• Historical sources and accuracy – paintings and artwork.</li> <li>• Comparisons to St Mary's Church</li> <li>• Checking sources for different interpretations</li> </ul> <p><b>Enrichment:</b> Visit to Beverley Minster, visit to Treasure House (possibly lead in to next study)  <a href="https://beverleyminster.org.uk/sanctuary/school-teaching-resources">https://beverleyminster.org.uk/sanctuary/school-teaching-resources</a>  <b>Key Vocabulary:</b> St. John, King Athelstan, Beverley, Minster, St.Mary's Church, tomb, sanctuary, monastery, battle, pilgrimage, Anglo Saxon.</p>
<p>Include work on chronology, knowledge and understanding, making connections, trends over time, contrasts, change, cause, similarities and differences and how knowledge about the past is constructed from a range of sources over the course of the year. Refer to History Progression Map to support differentiation.</p>		

Cycle D (2024-25)		
Autumn	Spring	Summer
A local history study	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<b>William Wilberforce and the impact of the slave trade in Hull.</b>	<b>A significant turning point in British History: The Industrial Revolution (including railways) and The Victorians</b>	<b>World War II</b>
<ul style="list-style-type: none"> <li>Historical facts about Hull</li> <li>The impact of the slave trade on Hull, significance, cause, consequence &amp; viewpoints;</li> <li>William Wilberforce, Wilberforce House, Wilberforce Statue, anti-slavery and emancipation;</li> <li>Compare Hull in the past, differences and similarities.</li> <li>Comparison of Lockington now and in the past using maps, old school records, photos, oral history, primary and secondary sources.</li> </ul> <p><b>Twinkl:</b> inc. Hull Fact File</p> <p><b>Enrichment:</b> fieldwork in Lockington and Hull; visit to Wilberforce House/ Treasure House &amp; fieldwork.</p> <p><b>Key Vocabulary:</b> slave trade, anti-slavery, abolition, emancipation, transatlantic, William Wilberforce, Member of Parliament.</p>	<ul style="list-style-type: none"> <li>Famous Victorians, innovations and inventions</li> <li>Waggon ways, the first railways, Railway Mania, George Hudson (The Railway King);</li> <li>'The Big Four', nationalisation, the Beeching Axe and privatisation;</li> <li>How things changed in the Victorian Era – using local census, maps and data to draw conclusions (Beverley or Lockington).</li> </ul> <p><b>Enrichment:</b> NRM visit/Treasure House/fieldwork</p> <p><b>Hamilton Trust:</b> ref to Block A: Victorians, Block D: Local Streets; Block E: Local People</p> <p><b>Key Vocabulary:</b> empire, industry, railway, census, Victorian, invention, industrialisation, discovery, monarch, war, local, revolution.</p>	<ul style="list-style-type: none"> <li>WWII in Europe;</li> <li>The Battle of Britain as a significant turning point;</li> <li>Timeline of events such as the outbreak of war, Battle of Britain, rescue at Dunkirk, the Blitz, D-Day landings, liberation from concentration camps and VE Day;</li> <li>Lives of ordinary people who faced the Blitz and coped with rationing and evacuation;</li> <li>Significant people such as Winston Churchill and Anne Frank.</li> </ul> <p><b>Enrichment:</b> Eden Camp</p> <p><b>Key Vocabulary:</b> army, tank, rifle, gas mask, ration book, Blitz, barrage balloon, Anderson Shelter, radio, evacuee, bomb, soldier, Adolf Hitler, Winston Churchill, Neville Chamberlain, Anne Frank, medal.</p>
<p>Include work on chronology, knowledge and understanding, making connections, trends over time, contrasts, change, cause, similarities and differences and how knowledge about the past is constructed from a range of sources. Refer to History Progression Map to support differentiation.</p>		