

History Long Term Plan 2023-2024

	Autumn 2	Spring 2	Summer 2
Nursery	<p>Me and my community What jobs are in our community? Who can we go to if we need help? Go for a walk around our school. Explore the role of a farmer.</p>	<p>Once upon a Time Discuss events like birthdays, weddings, parties etc. Hold a teddy bears picnic then recreate the following day. Can they discuss how they are changing? Examine pictures of themselves as babies.</p>	<p>Dangerous Dinosaurs Sort animals into extinct and alive Wash the dinosaurs. Go digging for dinosaurs in the sand. Begin to use the word old. How do we know these animals could fly?</p>
Reception	<p>Me and My Community</p> <ul style="list-style-type: none"> • Get the children to go on a walk in their community. • What places do we like to visit? • Ask questions to people who help us in our community. • Examine different houses in our community and how they have changed. 	<p>Once upon a Time</p> <ul style="list-style-type: none"> • The past is made of events that have already happened. • Memories are things we remember from the past. • Sort and group materials and resources and talk about how they are similar or different. <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Dangerous Dinosaurs</p> <ul style="list-style-type: none"> • Dinosaurs are prehistoric animals that lived millions of years ago. • Some prehistoric animals, including dinosaurs are extinct. • Dinosaur remains are called fossils.
Year 1 Chaffinch	<p>Life at the Beach</p> <ul style="list-style-type: none"> • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Know and understand how holidays have changed. • To be able to create a chronological timeline of how beach has changed over time. • Discuss life at Cleethorpes beach past and present. • Examine photo sources of life at the beach. 	<p>Growing up and Changing</p> <ul style="list-style-type: none"> • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • Learn about events beyond living memory that are significant nationally or globally. 	<p>Famous For More Than 5 Minutes</p> <ul style="list-style-type: none"> • Learn about events beyond living memory that are significant globally. • Learn about the lives of significant individuals in the past who have contributed to international achievements. • Develop some understanding of chronology. • Begin to use vocabulary associated with the past. •
Year 2 Kingfisher	<p>Then and Now</p> <ul style="list-style-type: none"> • Understand how we can find out about the past. • Identify technologies we use past and present. • Children to become a historian finding their own information. • To discuss and make comparisons past and present • Know and understand the importance of Alexander Graham Bell. 	<p>Toys Old and New</p> <ul style="list-style-type: none"> • Know and understand how toys have changes over time, examine sources and have discussions on how children may have played with these toys from the past. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. • Talk to adults about toys they used to enjoy playing with in the past. 	<p>Great Fire of London</p> <ul style="list-style-type: none"> • Understand the impact of this historical event and how it cause changes to occur. • Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. • Learn about who Samuel Pepys was and how he helped us to learn more about this significant event.
Year 3 Owl	<p>Ancient Greece</p> <ul style="list-style-type: none"> • Understand the chronology of this fascinating time and create timelines of the Ancient Greek period. • Discover developments in leisure and impact they had. • Explore developing technology and inventions, and speculate why these changes occurred. • Discover the importance of Alexander the Great • Create a chronological order of event happening during this time period. Discover how the Olympics began and how they have changed and developed over time. 		<p>Britain at War</p> <ul style="list-style-type: none"> • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. • Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

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<p>Year 4 Owl and Kestrel</p>	<p style="text-align: center;">Ancient Greece</p> <ul style="list-style-type: none"> • Understand the chronology of this fascinating time and create timelines of the Ancient Greek period. • Discover developments in leisure and impact they had. • Explore developing technology and inventions, and speculate why these changes occurred. • Discover the importance of Alexander the Great • Create a chronological order of event happening during this time period. • Discover how the Olympics began and how they have changed and developed over time. • Get the children to examine primary and secondary sources and be able to identify the difference. 	<p style="text-align: center;">Britain at War</p> <ul style="list-style-type: none"> • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. • Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
<p>Year 5 Kestrel</p>	<p style="text-align: center;">Ancient Greece</p> <ul style="list-style-type: none"> • Understand the chronology of this fascinating time and create timelines of the Ancient Greek period. • Discover developments in leisure and impact they had. • Explore developing technology and inventions, and speculate why these changes occurred. • Discover the importance of Alexander the Great • Create a chronological order of event happening during this time period. • Discover how the Olympics began and how they have changed and developed over time. • Get the children to examine primary and secondary sources and be able to identify the difference. • Understand how Ancient Greece has impacted our own lives today. 	<p style="text-align: center;">Britain at War</p> <ul style="list-style-type: none"> • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. <p>Learn about events beyond living memory that are significant nationally or globally.</p>
<p>Year 6 Eagle</p>	<p style="text-align: center;">Mayans/Aztecs Hola Mexico</p> <ul style="list-style-type: none"> • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. <p>Learn about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p style="text-align: center;">Why is Grimsby Great?</p> <ul style="list-style-type: none"> • To be able to explain the difference between BC and AD, and how we can use these to help chronologically order dates in time. • To be able to discuss the job of a trawler man and examine different sources. • Children to discover the importance of fishing in Grimsby going on a visit to the Fishing Heritage centre. Compose questions to ask about the importance of this industry. • Discuss and recognise the difference between fact and fiction and how both can play an important role in discovering more about the past.