



### History Long Term Planning Map 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation Stage 1</b> Understanding the World Past and Present	<b>Where do I Belong?</b> Begin to make sense of their own life story and family's history.	<b>How do you make a Rhyme?</b> Remember and talks about significant events in their own experience.	<b>What makes you a Superhero?</b> Show interest in different occupations.	<b>What is above our Heads?</b> Understand who, what, where and why, in simple questions.	<b>What is under our Feet?</b> Understand who, what, where and why, in simple questions.	<b>What lies beneath the Sea?</b> Use a variety of questions, for example:- Who, what, where and why.
<b>Foundation Stage 2</b> Understanding the World Past and Present	<b>What makes our Family?</b> Talk about past and present events in their own life and in the lives of family members.	<b>Where does Colour come from?</b> Comment on images of familiar situations in the past.	<b>What is in a Story?</b> Compare and contrast characters from stories, including figures from the past.	<b>How do my Actions have an Impact on the World?</b> Retrieve content from devices and use to facilitate discussions, allowing children to recall educational visits/ past events to enable them to connect to their wider community.	<b>Why is our Place a World of Wonder?</b> Understand the past through settings, characters and events encountered in books read in class and storytelling.	<b>What came before us?</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
<b>Year 1</b>	<b>Minor: Source Enquiry</b> Black history month	<b>Major: Changes in Living Memory</b> How has transport changed over time?	<b>Major: Significant Individuals</b> Why is Florence Nightingale remembered today?	<b>Minor: Source Enquiry</b> Women's history month	<b>Major: Events beyond Living Memory &amp; Significant Individuals</b> How did we learn to fly? (Wright Brothers and Amelia Earhart)	<b>Minor: Changes in Living Memory &amp; Significant Individuals</b> Queen Elizabeth II and Charles III
<b>Year 2</b>	<b>Minor: Significant Individuals &amp; Changes in Living Memory</b> How has travel and exploration changed?	<b>Major: Events beyond Living Memory</b> What was so special about the Titanic?	<b>Major: Events beyond Living Memory - Did the Great Fire make London a better or worse place to live?</b>	<b>Minor: Source Enquiry</b> Women's history month – Why do we remember Mary Anning?	<b>Minor: Source Enquiry</b> Local and community history month.	<b>Major: Changes in Living Memory</b> How do changes in technology help us keep in touch?
<b>Year 3</b>	<b>Major: Changes in Britain from the Stone Age to the Iron Age</b> Where did human history begin?	<b>Minor: Source Enquiry</b> Who do we remember on Remembrance Day?	<b>Major: The achievements of the earliest civilisations (overview)</b> When we were using stone, what were other civilisations using?	<b>Minor: Source Enquiry</b> Women's history month	<b>Major: The achievements of the earliest civilisations (depth study)</b> How can historical sources, help us to unlock mysteries about Ancient Egypt?	<b>Minor: Source Enquiry</b> Windrush



<b>Year 4</b>	<b>Major: A study of Greek life and achievements and their influence on the western world</b> Ancient Greece was 2,500 years ago so why do we still talk about it today?	<b>Minor: Source Enquiry</b> Why do we celebrate Remembrance Day?	<b>Major: The Roman Empire and its impact on Britain</b> What did the Romans ever do for us?	<b>Minor: Source Enquiry</b> Women's history month	<b>Minor: Source Enquiry</b> Local and community history month	<b>Major: A local history study</b> Who were the Tudors?
<b>Year 5</b>	<b>Major: Britain's settlement by Anglo-Saxons and Scots -</b> How did England evolve during the the Anglo-Saxon period?	<b>Minor: Source Enquiry</b> Why are people wearing poppies?	<b>Major: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor –</b> How should history really remember the Vikings?	<b>Minor: Source Enquiry</b> Women's history month	<b>Major: A non-European society that provides contrasts with British history –</b> Do the Maya deserve their bloodthirsty reputation?	<b>Minor: Source Enquiry</b> Windrush
<b>Year 6</b>	<b>Minor: Source Enquiry</b> Black history month	<b>Major: A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 – changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present)</b> Beheading, transporting, hanging – why are these no longer acceptable?	<b>Minor: Source Enquiry</b> Holocaust Memorial Day	<b>Major: A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 – a significant turning point in British history e.g. the Battle of Britain</b> How did the “darkest hours” of WWII change Britain's fate?	<b>Minor: Source Enquiry</b> Continued - How did the “darkest hours” of WWII change Britain's fate?	<b>Major: A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</b> How did the rise of industry revolutionise Manchester?