



History Long Term Planning Map 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage 1 Understanding the World Past and Present	Where do I Belong? Begin to make sense of their own life story and family's history.	How do you make a Rhyme? Remember and talks about significant events in their own experience.	What makes you a Superhero? Show interest in different occupations.	What is above our Heads? Understand who, what, where and why, in simple questions.	What is under our Feet? Understand who, what, where and why, in simple questions.	What lies beneath the Sea? Use a variety of questions, for example:- Who, what, where and why.
Foundation Stage 2 Understanding the World Past and Present	What makes our Family? Talk about past and present events in their own life and in the lives of family members.	Where does Colour come from? Comment on images of familiar situations in the past.	What is in a Story? Compare and contrast characters from stories, including figures from the past.	How do my Actions have an Impact on the World? 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.	Why is our Place a World of Wonder? Understand the past through settings, characters and events encountered in books read in class and storytelling.	What came before us? Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Year 1	Minor: Local History Study (Part 1) How has Meadowbank changed over time? Part 1	Major: Changes in Living Memory How has transport changed over time?	*Major: Significant Individuals Why is Florence Nightingale remembered today? (Comparison with Mary Seacole)	Minor: Changes in Living Memory & Significant Individuals Who is our King?	Minor: Local History Study (Part 2) How has Meadowbank changed over time? Part 2 (artefacts)	Major: Events beyond Living Memory & Significant Individuals How did we learn to fly? (Wright Brothers, Amelia Earhart)
Year 2	*Minor: Significant Individuals How has travel and exploration changed? (Comparison between Matthew Henson and Robert Falcon Scott)	Major: Changes in Living Memory How do changes in technology help us keep in touch?	Minor: Source Enquiry Why do we remember Mary Anning?	Major: Events beyond Living Memory Did the Great Fire make London a better or worse place to live?	Minor: Local History Study Who is Scotch Bob and why is he significant in Cheadle?	Major: Changes in Living Memory How has going to the seaside changed over time?
Year 3	Major: Changes in Britain from the Stone Age to the Iron Age Where did human history begin?	Minor: Source Enquiry Who do we remember on Remembrance Day?	*Major: The achievements of the earliest civilisations (overview) When we were using stone, what were other civilisations using?	Minor: Source Enquiry Did Ancient Egypt have any significant women?	*Minor: Source Enquiry Why was the arrival of Empire Windrush such an important story?	Major: The achievements of the earliest civilisations (depth study) How can historical sources, help us to unlock mysteries about Ancient Egypt?



Year 4	Major: A study of Greek life, achievements and their influence on the western world Ancient Greece was 2,500 years ago so why do we still talk about it today?	*Minor: Source Enquiry How can we use sources to find out about Walter Tull?	Minor: Source Enquiry Are some sources of evidence more reliable than others?	Major: The Roman Empire and its impact on Britain What did the Romans ever do for us?	*Minor: Source Enquiry What is the significance of the Ivory Bangle Lady?	Major: A local history study What was life like in the Tudor period?
Year 5	*Minor: Source Enquiry Why did opinions of slavery differ in the past?	Major: Britain's settlement by Anglo-Saxons and Scots - How did England evolve during the Anglo-Saxon period?	*Minor: Source Enquiry Who was Martin Luther King Jr?	Major: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – How should history really remember the Vikings?	*Minor: Source Enquiry What were the causes and effects of the partitioning of India?	Major: A non-European society that provides contrasts with British history – Do the Maya deserve their bloodthirsty reputation?
Year 6	*Minor: Source Enquiry What figures in history have had a significant impact on sustainability?	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) Beheading, transporting, hanging – why are these no longer acceptable?	Minor: Source Enquiry Why do we remember the Holocaust?	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 How did the “darkest hours” of WWII change Britain's fate?	Minor: Source Enquiry Continued - How did the “darkest hours” of WWII change Britain's fate?	*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 How did the rise of industry revolutionise Manchester?