



HISTORY LONG TERM PLAN – 3 year cycle

YEAR A	Autumn 2 nd term	Spring 2 nd term	Summer 2 nd term
Rowan Class Nursery/Reception	<u>Past and Present (History)</u> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past • Compare and contrast characters from stories including figures from the past 		
Birch Class Years 1/2/3	<u>History: The Great Fire of London</u> <ul style="list-style-type: none"> • London: Past and Present • Life in the 17th Century • The Events of the Great Fire • How Do we Know About the Great Fire? • What Happened After the Great Fire? • What Have We Learnt about the Great Fire? • What was it like to be a child at this time? 	<u>History: Nurturing Nurses</u> <ul style="list-style-type: none"> • I can explain what makes a person significant. • I can explain how Florence Nightingale improved nursing • I can explain who Mary Seacole was and how she improved nursing. • I can explain who Edith Cavell was and how she improved nursing. • I can compare the lives of different nurses. • What was it like to be a child at this time? • 	<u>History: A Local Study</u> <ul style="list-style-type: none"> • Looking at the buildings around Orton and what we can learn from them. • Building categories • Building Use • Changes over time. • What was it like to be a child living in these buildings over different periods of time?
Oak Class Year 4/5/6	<u>How did the achievements of the MAYANS influence their society and beyond?</u> <ul style="list-style-type: none"> • Meeting the Maya • Religion and Gods • Maya Number System • Exploration and Discovery • Mayan Writing • Food • What was it like to be a child at this time? (See twinkl planning unit)	<u>What did the ancient GREEKS do for us?</u> <ul style="list-style-type: none"> • What was important to the Ancient Greeks? • How did the Ancient Greeks influence art? • How did the Ancient Greeks influence sport? • How have Ancient Greek beliefs influenced us? • Why are Ancient Greek thinkers so important? • Why are Ancient Greek thinkers so 	<u>History: A Local Study</u> <ul style="list-style-type: none"> • Looking at the buildings around Orton and what we can learn from them. • Building categories • Building Use • Changes over time. • What was it like to be a child living in these buildings over different periods of time?

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		important? • How did Athenian government change the world? • What was it like to be a child at this time?	
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YEAR B	Autumn 2 nd term	Spring 2 nd term	Summer 2 nd term
Rowan Class Nursery/Reception	<u>Past and Present (History)</u> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past • Compare and contrast characters from stories including figures from the past 		
Birch Class Years 1/2/3	<u>HISTORY: The Gunpowder Plot</u> <ul style="list-style-type: none"> • Who was Guy Fawkes • Problems for the plotters • End of the plot • The search for 5. Thomas Percy • The Plot in six acts • Remember, Remember ... • What was it like to be a child at this time? 	<u>History: Kings and Queens</u> <ul style="list-style-type: none"> • The role of the monarchy • Significant British Monarchs • Family Trees • Richard III • Comparing Elizabeth II to Victoria • What was it like to be a child at this time? 	<u>History: Travel and Transport</u> <ul style="list-style-type: none"> • How has transport changed • Viking Longboats • History of cars • George Stephenson • Flight • Comparing past present future • What was it like to be a child at this time?
Oak Class Year 4/5/6	<u>History: STONEAGE, BRONZEAGE & IRONAGE.</u> <ul style="list-style-type: none"> • How Did People Survive During the Stone Age? • What Changed For People Living in Stone Age Britain? • How Do We Know About Life in the Stone Age? • How Did Life Change in the Bronze Age? 	<u>History: ROMANS</u> <ul style="list-style-type: none"> • Who Were the Romans and How Did They Build Their Empire? • Why Did the Romans Invade Britain? • Why Did the Romans Build New Roads and Towns? • Who Was Boudicca and Why Did She Lead a Rebellion? 	<u>History: Anglo-Saxons and Scots.</u> <ul style="list-style-type: none"> • The Invaders • Place names • Village Life • Artefacts and Culture • Anglo Saxon Gods • Conversion to Christianity • What was it like to be a child at this time?

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	<ul style="list-style-type: none"> • What Do We Know About Britain's Prehistoric Tombs and Monuments? • Who Were the Celts and How Did They Make Iron in the Iron Age? • Why Did They Build Hillforts in Iron Age Britain? Field Visit: Long Meg Stone Circle, Penrith? • What was it like to be a child at this time? 	<ul style="list-style-type: none"> • Why Was Hadrian's Wall Important and Who Lived There? • What Was Life like in a Roman Villa?6. What Was Life like in a Roman Villa? • Why Do We Remember the Romans? • Field & Museum Visit: Vindolanda, Roman Army Museum, Hadrian's Wall? • What was it like to be a child at this time? 	
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YEAR C	Autumn 2 nd term	Spring 2 nd term	Summer 2 nd term
Rowan Class Nursery/Reception	<u>Past and Present (History)</u> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past • Compare and contrast characters from stories including figures from the past 		
Birch Class Years 1/2/3	<u>HISTORY: War and Remembrance</u> <ul style="list-style-type: none"> • What was it like to be a child at this time? 	<u>HISTORY: Changes in Living Memory</u> Why have toys changed? Penrith Museum <ul style="list-style-type: none"> • What was it like to be a child at this time? 	<u>HISTORY: SIGNIFICANT INDIVIDUALS</u> <ul style="list-style-type: none"> • What was it like to be a child at this time?
Oak Class Years 4/5/6	<u>HISTORY: Were VIKINGS traders or raiders?</u> <ul style="list-style-type: none"> • Explain where and why some Viking raids or attacks took place. • Describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld and wergild. • Compare and contrast aspects of Anglo-Saxon, Viking and modern day everyday 	<u>HISTORY: ANCIENT EGYPTIANS</u> <ul style="list-style-type: none"> • To be able to place the ancient Egyptian civilisation on a world history timeline • To understand the importance of artefacts in helping us find out about the past. • To find out about ancient Egyptian gods and goddesses. • To find out about mummification and ancient Egyptian beliefs about the afterlife. 	<u>HISTORY: Study beyond 1066 (Chronology)</u> <u>Crime and Punishment</u> <ul style="list-style-type: none"> • Romans • Anglo Saxons Laws and Justice • The torturing Tudors • The Highway man – hero or villain? • Victorian Prisons • Reflection across all eras • Were children punished in the same way as

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	<p>life e.g. religion, crime and punishments and cultural traditions.</p> <ul style="list-style-type: none">• What was it like to be a child at this time?	<ul style="list-style-type: none">• To find out about the discovery of Tutankhamen's tomb and explore what we can learn from it.• To explore what daily life was like in ancient Egypt.• To investigate the inventions and achievements of the ancient Egyptians.• What was it like to be a child at this time?	<p>adults in these time eras?</p>
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