



Toft Hill Primary School: History Long Term Plan

	<p>The EYFS framework does not contain subjects, such as History, instead we have seven areas of learning and characteristics of effective learning which are the basis of everything we do.</p> <p>The table below outlines the most relevant statements taken from the <u>non-statutory</u> 2021 Development Matters, which guide our curriculum but are <u>non-compulsory</u> and therefore are not designed to be a checklist. The Early Learning Goals are <u>statutory</u> end of year assessment, as shown in the EYFS statutory framework. Many of these skills are prerequisite skills for accessing History within the national curriculum.</p> <p>The most relevant statements for History are taken from the following areas of learning:</p> <ul style="list-style-type: none"> Understanding the World 		
R	Transition to Reception	Reception	ELG
	<p>Understanding the World</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 	<p>Understanding the World</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Understanding the World</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
	Autumn	Spring	Summer
1	<p><u>All About Me</u></p> <p>NC: changes within living memory</p> <p>Sequential history enquiries:</p> <ol style="list-style-type: none"> How have I changed since I was a baby? Why do we wear different clothes at different times of the year? What are our favourite celebrations each year? 	<p><u>Toys and Games</u></p> <p>NC: changes within living memory</p> <p>Sequential history enquiries:</p> <ol style="list-style-type: none"> What was my favourite toy as a baby? What toys and games did my parents and grandparents used to play? What were toys made from in the past? What playground games did children used to play? How is my teddy different from the very first teddy bears? How is it the same? 	<p><u>How was school different in the past</u></p> <p>NC: changes within living memory</p> <p>Sequential history enquiries:</p> <ol style="list-style-type: none"> Were schools different in the past? How have schools changed within living memory? How were schools different in the 1900s? How have schools changed? What is similar and different about schools now and in the past? Would you have preferred to go to school in the past?
2	<p><u>George Stephenson and the development of railways</u></p> <p>NC: significant historical events, people and places in their own locality</p> <p>Sequential history enquiries:</p> <ol style="list-style-type: none"> Who was George Stephenson and why was he so significant? When was George Stephenson alive? What did George Stephenson do? 	<p><u>The Great Fire of London</u></p> <p>NC: events beyond living memory that are significant nationally or globally</p> <p>Sequential history enquiries:</p> <ol style="list-style-type: none"> How was 17th century London different to modern London? What was life like in 17th century London? 	<p><u>What is a monarch?</u></p> <p>NC: the lives of significant individuals in the past who have contributed to national and international achievements,</p> <p>Sequential history enquiries:</p> <ol style="list-style-type: none"> What is a monarch? Who is our monarch today? How did William the Conqueror become the King of England? How did William the Conqueror rule?



	<ol style="list-style-type: none"> 4. What was Stephenson's Rocket? 5. How have railways/trains changed over time? 6. Final enquiry Question: Was George Stephenson all that significant? 	<ol style="list-style-type: none"> 3. What were the key events of The Great Fire of London? 4. How do we know about the Great Fire of London? 5. What happened after the Great Fire of London? 6. Final Enquiry Question: What was London like before, during and after the Great Fire? 	<ol style="list-style-type: none"> 5. How did castles change? 6. Final enquiry question: What was a monarch in the past?
<p style="text-align: center;">3</p>	<p><u>Stone Age to Iron Age in Britain</u></p> <p>NC: changes in Britain from the Stone Age to the Iron Age</p> <p>Know that writing was not present in any form in Britain during these periods. As such, it is much harder to study beliefs and societal structures as there is minimal evidence.</p> <p>Sequential history enquiries:</p> <ol style="list-style-type: none"> 1. What can Crewell crags tell us about life in Palaeolithic Britain? 2. What can archaeology tell us about life in Mesolithic Britain? 3. What did Neolithic people achieve around 4000BC? 4. What can Skara Brae tell us about life in Neolithic Britain? 5. What is Bronze? 6. What can stone circles tell us about Bronze Age life? 7. What can we learn about the Bronze Age from the Amesbury Archer? 8. What is Iron? 9. What were Iron Age settlements like? 10. What does the Snettisham Hoard tell us about Iron Age society? 11. Final enquiry question - Would you have rather lived in Stone Age, Bronze Age or Iron Age Britain? 		<p><u>Ancient Egypt</u></p> <p>NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</p> <p>Sequential history enquiries:</p> <ol style="list-style-type: none"> 1. When and where were the first civilisations? 2. Where did Ancient Egyptians live? 3. What did the Ancient Egyptians achieve? 4. What was ancient Egyptian society like? 5. What did Ancient Egyptians believe? 6. Who built the Great Pyramid of Giza? 7. Who was Tutankhamun? 8. What were Egyptian homes like? 9. Final enquiry question - Would you have rather lived in Britain or Egypt in 2500 BC?
<p style="text-align: center;">4</p>	<p><u>The Roman Empire and its impact upon Britain</u></p> <p>NC: the Roman Empire and its impact on Britain.</p> <p>Sequential history enquiries:</p> <ol style="list-style-type: none"> 1. Who were the Romans and where did they come from? 2. What was Roman society like? 3. Why was the Roman Army so effective? 4. What did the Romans achieve? 5. What were Roman homes like? 6. Who was Boudicca and why do we remember her? 7. Final Enquiry Question: What were the main impacts of the empire on Britain? (Trade, language, society, etc) 	<p><u>Britain's settlement by Anglo-Saxons and Scots</u></p> <p>NC: Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Sequential history enquiries:</p> <ol style="list-style-type: none"> 1. Who were the Anglo-Saxons and where did they come from? 2. What were Anglo-Saxon homes like? 3. What was Anglo-Saxon society like? 4. What did Anglo-Saxons believe? 5. What did the Anglo-Saxons achieve? 6. Final Enquiry Question - What changed and what stayed the same between Roman and Anglo-Saxon Britain? 	<p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <p>NC: Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Sequential history enquiries:</p> <ol style="list-style-type: none"> 1. How did Viking Raids impact the Anglo-Saxon Kingdoms? 2. Who were the Vikings and where did they come from? 3. What did Vikings believe? 4. What was Viking society like? 5. What were Viking houses like? 6. What did the Vikings achieve? 7. Who was Alfred the Great? 8. Final Enquiry Question - "Just brutal savages who did no good" Is this your opinion? 9.



<p>5</p>	<p><u>Mayan civilization c. AD 900</u></p> <p>NC: 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>Sequential history enquiries:</p> <ol style="list-style-type: none"> 1. Where was the Mayan civilisation? 2. What were Mayan homes like? 3. What was the Mayan social structure like? 4. What did Mayan people believe? 5. What did the Mayan’s achieve? 6. Final Enquiry question: How do Mayans compare with Anglo Saxons? 	<p><u>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</u></p> <p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Sequential history enquiries:</p> <ol style="list-style-type: none"> 1. Who were the Ancient Greeks and where did they live? 2. What was Ancient Greek society like? 3. What were Ancient Greek homes like? 4. Why were Greek Hoplitcs so effective? 5. What did the Ancient Greeks believe? 6. What did the Ancient Greeks achieve? 7. Final Enquiry Question: How significant were the Greeks achievements on modern life?
<p>6</p>	<p><u>Killhope Lead Mine (a local history study)</u></p> <p>NC: a local history study</p> <p>Sequential history enquiries:</p> <ol style="list-style-type: none"> 1. Where is Killhope and when did people mine lead there? 2. Who lived at Killhope during the Victorian era? 3. How was work at Killhope organised? 4. What were the Killhope lead miner’s homes like? 5. What did lead miners at Killhope believe in? 6. What were the achievements of the lead miners at Killhope? 7. What was it like to work at Killhope? 8. How do we know what Victorian Killhope looked like? 9. 	<p><u>The Blitz: All we need to know about World War 2?</u></p> <p>NC: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Sequential history enquiries:</p> <ol style="list-style-type: none"> 1. How significant was the blitz? 2. World War 2: Whose War? 3. What was the impact of World War 2 on people in our locality? 4. Evacuee experiences in Britain: Is this all we need to know about children in World War 2? 5. New opportunities? How significant was the impact of World War 2 on women? 6. What did men do in the War? Did all men have to fight? 7. Enquiry Question: When was the most dangerous time to live? How different was the Blitz?