



History curriculum long term plan

	Autumn 2	Spring 2	Summer 2
EYFS	<p>How old are my toys?</p> <p>DM 3-4 Years Begin to make sense of their own life-story and family's history. DM Reception 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.</p>	<p>Who is the King of the castle?</p> <p>DM 3-4 Years Show interest in different occupations. Continue developing positive attitudes about the differences between people DM Reception Name and describe people who are familiar to them. Comment on images of familiar situations in the past.</p>	<p>How have houses changed?</p> <p>DM 3-4 YRS know that there are different countries in the world and talk about the differences they have experienced or DM Reception Talk about members of their immediate family and community Comment on images of familiar situations in the past. Recognise some environments that are different for the one in which they live. Explore the natural world around them.</p>
Year 1	<p>What are the railways in Runcorn and how have they changed? (First Railway)</p> <p>NC - changes in living memory, Where appropriate, these should reveal aspects of change in national life. Significant historical events, people and places in their own locality.</p>	<p>What was Shopping city like a 100 years ago?</p> <p>NC - changes in living memory, Where appropriate, these should reveal aspects of change in national life. Significant historical events, people and places in their own locality.</p>	<p>How has our school changed? (50 Years next year)</p> <p>NC - changes in living memory, Where appropriate, these should reveal aspects of change in national life. Significant historical events, people and places in their own locality.</p>
Year 2	<p>What are the significant events in the UK to remember?</p> <p>NC -events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p>How has flight changed over the years?</p> <p>NC -events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [Christopher Columbus and Neil Armstrong]</p>	<p>How have nurses contributed to our world?</p> <p>NC - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>

Year 3	<p>What changes in Britain were there from the Stone Age through Bronze Age to Iron Age?</p> <p>NC - changes in Britain from the Stone Age to the Iron Age</p>	<p>What changes in Britain were there from the Stone Age through Bronze Age to Iron Age?</p> <p>NC - changes in Britain from the Stone Age to the Iron Age</p>	<p>Ancient Civilisations, focusing on Ancient Egypt</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; <i>Ancient Egypt; The Shang Dynasty of Ancient China</i></p>
Year 4	<p>Did the Greeks change our lives today?</p> <p>NC - Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>How did the Roman Empire impact Britain?</p> <p>NC - the Roman Empire and its impact on Britain</p>	<p>What was the impact of Romans on our region?</p> <p>NC - a depth study linked to one of the British areas of study listed above (Roman Empire)</p>
Year 5	<p>What was Britain's settlement by Anglo-Saxons and Scots?</p> <p>NC - Britain's settlement by Anglo-Saxons and Scots</p>	<p>The Vikings and Anglo-saxons Struggles.</p> <p>NC - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>What was the Mayan Civilisation?</p> <p>NC - a non-European society that provides contrasts with British history – one study - Mayan civilization c. AD 900.</p>
Year 6	<p>Journey: Migration to Britain.</p> <p>NC - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day - a significant turning point in British history, for example, the first railways or the Battle of Britain 	<p>Liverpool over time</p> <p>NC - a local history study</p> <p>a depth study linked to one of the British areas of study listed above</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	