

History Long Term Plan EY & KS1

Early Years		
Early Learning Goal	Vocabulary	Frameworks
<p>Understanding the World ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the 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>Old New Past Present Yesterday Last week Last year A long time ago</p> <p>Words for feelings such as 'happy,' 'sad,' 'scared,' 'excited' and 'worried'</p> <p>Discuss why they respond the way they do/did, 'because'...</p> <p>Explore similarities and differences and extend vocabulary to reflect this 'same,' 'different,' 'similar' as well as appropriate descriptive language.</p>	<p>Birth to 5 matters Understanding the world: People and communities (Age range 5, roughly 36 to 48 months) A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family <p>(Age range 6, roughly 48 to 71 months) A Unique Child: what a child might be doing</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <p>Development Matters Children in reception will be learning to: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>

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Key Stage One			
Topic focus may change			
	Autumn	Spring	Summer
Year A			
Topic			
Relevant area of Programme of study	<p>Sporting Heroes ♣ 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 [for example, Henry VIII and Elizabeth II, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, *Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p><small>*Black History Month - teach throughout curriculum</small></p>	<p>Great Fire of London ♣ 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>Van Gogh ♣ 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 [for example, Henry VIII and Elizabeth II, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, *Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>

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Vocabulary	A long time ago, famous, celebrate, queen, king, rule, years, difference, source, object, artefact, photograph, explain, before/after, sequence, chronological order, earlier, later, history, artefact, timeline, past, present, year, A.D, artefact, evidence, tudors, timeline, heir	London, fire, sources, Samuel Pepys, diary, baker, painting, portrait, tragedy, River Thames	art, artist, painter, post-impressionist, The Starry Night, Cafe Terrace At Night, sunflowers, self-portrait
Concepts	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance , and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Chronology, monarchy, the past.	Understand historical concepts such as continuity and change , cause and consequence, similarity, difference and significance , and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance , and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
Key Knowledge	To know 'history' is learning about things that happened in the past. To know a King or a Queen was in charge of a country. To know you can only become a monarch if you are the child of a monarch (heir). To know an artefact is an object from the past that teaches us about the past. To know the Tudors lived about 500 years ago, and were named because the monarchs' surname was 'Tudor'. To know that the Tudor period was not one event, but lasted for a hundred years (1485 - 1603) To know that chronological order means putting things in time order. To know Queen Elizabeth II is our Queen. To know that monarchs now do not have as much power as monarchs in the past. To know that in the past, the first male heir would become monarch, but now, the first child becomes monarch if they are a boy or a girl.	To know that we learn things from the past from things people leave behind. To know Samuel Pepys was there during the fire and wrote a diary about it. To know the Great Fire of London was in 1666. To know that the fire lasted for four days and burned down more than 13000 homes. To know that more than 70000 people were made homeless but only 6 people died. To know the fire started in a bakery on Pudding Lane. To know the fire spread quickly because houses were made of wood and straw. To know that many buildings were rebuilt out of brick and the city was changed forever. To know that people tried to put the fire out with leather buckets and water squirters. To know people escaped the fire on boats on the river Thames.	To know Van Goch was an artist To know Van Goch lived around 150 years ago
Year B			
Topic			
Relevant area of Programme of study	Local History Study ♣ Significant historical events, people and places in their own locality	What was it like when you were at school? ♣ Where appropriate, these should be used to reveal aspects of change in national life. Changes within living memory.	Comparison Study: Queen Elizabeth I & II ♣ 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 <i>[for example, Henry VIII and Elizabeth II, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter</i>

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			<i>Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, *Mary Seacole and/or Florence Nightingale and Edith Cavell]</i>
Vocabulary	Event, chronological order, local, Fishergate, school, First World War	When I was younger, past, since I was born, years, chronological order, photograph, past/present, then/now, parent, grandparent, great grandparent, <i>topic-specific vocabulary, e.g. video game consoles, action figures or playsets.</i>	monarchy, Queen, Elizabethans, Windsors, past, present, current, London. Henry VIII, ruff, smallpox, Spanish Armada
Concepts	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance , and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Chronology, the passing of time	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance , and use them to make connections, draw contrasts , analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Chronology, family, technology	
Key Knowledge	To know Fishergate School used to be different in the past. To know some facts about Fishergate when my parents were children. To know some facts about Fishergate when my grandparents were children. To know some facts about Fishergate one hundred years ago. Examples: To know that Fishergate did not have computers and smart boards in the past. To know teachers used to write on chalkboards. To know the school uniform was different. To know the children at Fishergate used to sit at individual desks and write on slates. To know there used to be lots more children in the classes and older children went to Fishergate. To know the children at Fishergate used to play with the dolls' house and the rocking horse. To know some of the teachers could not come to school during the first World War because their houses were bombed.	To know toys and games used to be different when my parents and grandparents were young. To know the toys and games my parents used to play. To know the toys and games my grandparents used to play. To know video games used to be 2D and only on computers. To know people used to play video games in arcades. To know technology changes all the time and changes the way we live our lives.	To know Elizabeth I was the Queen of England, Ireland and Wales between 1553 and 1603. To know Elizabeth II has been the Queen of the United Kingdom since 1953. To know Elizabeth I did not marry. To know it was unusual for to have a Queen when Elizabeth I was crowned. To know England won a famous sea battle against the Spanish Armada while Elizabeth I was the queen.