



# Churchside Federation Long Term Planning

## Subject: History 2024-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery Development Matters</b>	Begin to make a sense of their own life story and family's history					
<b>Reception</b>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>					
	Literacy Tree - Outside Inside/Knowing Yourself Baby photographs - how have we changed over time?		Literacy Tree - Talents and Powers/Sowing a Seed Toys - our favourites compared to our parents/grandparents		Literacy Tree - Strength of Mind/Family and Friends Holidays and days out - changes over time.	
<b>Year One</b>	<p><b>Beyond Living memory: Moon Landing</b></p> <p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p>		<p>How our local area has changed.</p> <p><i>Hi1/1.3 significant historical events, people and places in their own locality. (History of school)</i></p>			<p>Hi1/1.3 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 e.g. Elizabeth I and Queen Victoria, 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 and Edith Cavell</p> <p style="text-align: center;"><b>(Sir Christopher Wren)</b></p>
<b>Year Two</b>		<i>Hi1/1.3 significant historical events, people</i>				



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	<p>Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Space)</p> <p>Hi1/1.3 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 e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and Leonardo da Vinci, Florence Nightingale and Edith Cavell and Edith Cavell</p>				<p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p> <p>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p>	
	<p>Romans &amp; its impact on Britain</p> <p>Julius Caesar's attempted invasion in 55-54 BC</p> <p>The Roman empire by AD 42 and the power of its army</p> <p>Successful invasion by Claudius and conquest, including Hadrian's Wall</p>					
<b>Year Three</b>	<p>Stone Age</p> <p>Link with DT</p> <p>Bronze Age</p>	<b>Iron Age</b>		<p>Romans &amp; its impact on Britain</p> <p>Boudica local history</p>	<p><b>Ancient Egypt - Medicines</b></p> <p>Howard Carter (Swaffham)</p>	



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Year Four	Saxons and Scots	Saxons and Scots	Saxons and Vikings	Saxons and Vikings	Benin (West Africa)	Benin (West Africa)
<b>Year Five</b>		<p><i>THEME: Belonging &amp; Equality</i></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The slave trade)</p>	<p><i>THEME: Power v Principles</i></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>		<p><i>THEME: Lessons from History</i></p> <p>Industrial Revolution: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>a local history study: a depth study linked to one of the British areas of study listed above (How did the Industrial Revolution affect the local area?)</p>	
<b>Year Six</b>	<p><b>Migration and movement:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>WW2 linked to migration through evacuation and the Windrush.</b></p>			<p>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; <b>Mayan civilization c. AD 900;</b> Benin (West Africa) c. AD 900-1300.</p>		<p><b>Crossing borders:</b> study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Battle of Britain-significant turning point</b> <b>WW2.</b></p>
<p>Events:</p> <p>World theatre day: March 27th</p>						