

Woodside Primary School
History – Long Term Planning – Cycle B

Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the following areas of learning:

- Understanding the World

	Areas of Learning		Objective
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<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.
ELG	Understanding the World	Past and Present	<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.

KS1 Subject Content

Pupils should be taught to:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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, 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]
- significant historical events, people and places in their own locality

	Autumn	Spring	Summer
Year 1 / 2	<p>The Gunpowder Plot</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally and globally. • Aspects of change in national life. • To understand some of the ways we find out about the past and identify different representations. • Know where people/events studied fit into chronological frameworks. • Choose and use parts of stories and other sources to show understanding of concepts. <ul style="list-style-type: none"> • I can find out about Guy Fawkes. • I can understand some of the differences in how people such as Guy Fawkes lived, compared with today. • I can find out about how the Gunpowder Plot started and some of the problems the plotters encountered. • I can find out about the main events of the Gunpowder Plot. • I can find out about what happened to the plotters after the Gunpowder Plot was discovered. • I can use parts of the Gunpowder Plot to show what I know and understand about it. • I can find out about how the Gunpowder Plot is remembered. • I can show what I have learnt about the Gunpowder Plot. 	<p>Who were the innovators of transport?</p> <ul style="list-style-type: none"> • To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past • To find out about events beyond living memory that are significant nationally • To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events • To be taught about changes in living memory and where appropriate, these should be used to reveal aspects of change in national life <ul style="list-style-type: none"> • I can find out the different ways in which travel and transport has changed from past to present. • I can find out about an early form of travel: the Viking longboat. • I can find out about how cars have changed since they were invented. • I can find out about George Stephenson's life and inventions. • I can understand how trains changed people's lives in the 19th century. • I can find out about the different ways that humans have tried to fly throughout history. • I can find out about the Wright brothers and the invention of the aeroplane. • I can compare travel and transport of the past, present and future. 	<p>Excellent Explorers!</p> <ul style="list-style-type: none"> • To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements <ul style="list-style-type: none"> • I can understand and explain what makes a person significant. • I can discuss the ways in which we can find out about an explorer who lived a long time ago. • I can explore the achievements of Matthew Henson. • I can compare Felicity Aston's experience of polar exploration with Matthew Henson's. • I can explore and discuss Neil Armstrong's achievements. • I can show what I know about some significant explorers and how they are commemorated for their achievements.

KS2 Subject Content

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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

	Autumn	Spring	Summer
Year 3/4	<p>Egyptians</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this • Note connections, contrasts and trends over time and develop the appropriate use of historical terms <ul style="list-style-type: none"> • I can find out about ancient Egyptian life by looking at artefacts. • I can understand what was important to people during ancient Egyptian times. • I can understand and explain the ancient Egyptian ritual of mummification. • I can understand how evidence can give us different answers about the past. • I can compare and contrast the Egyptian writing with my own. • I can compare and contrast the powers of different Egyptian gods. 	<p>Ancient Ancients</p> <ul style="list-style-type: none"> • learn a chronologically secure knowledge of world history, establishing clear narratives within and across the periods they study • address and sometimes historically valid questions about similarity and difference, and significance. • understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. <ul style="list-style-type: none"> • I can explain that the four listed ancient civilisations started at different times and were of different durations, but there is one period when all were building cities and their civilisations at the same point in time • I can explain what was happening in the world at the time of the Ancient Egyptians • I can explain what the ancient civilisations needed to have in order to function as a city • I can explain what the greatest achievement of each civilisation was 	<p>Stone Age</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this • Note connections, contrasts and trends over time and develop the appropriate use of historical terms <ul style="list-style-type: none"> • I can understand what humans needed for survival in the Stone Age. • I can understand what was found at Skara Brae and why it is important. • I can understand what copper mining meant to the people of the Bronze Age. • I can understand how evidence about Stonehenge can give us different answers about the past. • I can understand how and why hillforts were developed in the Iron Age. • I can understand how evidence about Druids can give us different answers about the past.

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- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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

	Autumn	Spring	Summer
Year 4/5	<p style="text-align: center;">Ancient Ancients</p> <ul style="list-style-type: none"> • learn a chronologically secure knowledge of world history, establishing clear narratives within and across the periods they study • address and sometimes historically valid questions about similarity and difference, and significance. • understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. <ul style="list-style-type: none"> • I can explain that the four listed ancient civilisations started at different times and were of different durations, but there is one period when all were building cities and their civilisations at the same point in time • I can explain what was happening in the world at the time of the Ancient Egyptians • I can explain what the ancient civilisations needed to have in order to function as a city • I can explain what the greatest achievement of each civilisation was 	<p style="text-align: center;">Romans</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study • Construct informed responses that involve thoughtful selection and organisation of historical information • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance <ul style="list-style-type: none"> • I can explain the spread of the Roman Empire and recall key facts about the invasion of Britain. • I can understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made. • I can understand how the Roman Empire affected different people and how they felt and reacted to the changes that were being made. • I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. • I can understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped. • I can explain what the Roman baths were and know about the different amenities they contained. 	<p style="text-align: center;">Ancient Sumer</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across periods they study • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance • Construct informed responses that involve thoughtful selection and organisation of historical information • Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this <ul style="list-style-type: none"> • I can say when and where the ancient Sumerian civilisation first appeared. • I can explain what the city states were like and describe the characteristics of a city, the homes and the lives of the people who live there. • I can understand how and why the ancient Sumerian people made an impact on the world with their inventions and technologies. • I can explain some of the religious beliefs and practices of the people of ancient Sumer. • I can examine artefacts use by the ancient Sumerian people and understand what they tell us about their culture • I can describe some farming equipment used by the people of ancient Sumer and say what crops they grew and what animals they farmed.

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	Autumn	Spring	Summer
Year 6	<p>World War II</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study • Construct informed responses that involve thoughtful selection of relevant historical information • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study <ul style="list-style-type: none"> • I can explain why World War II began and order events from early World War II on a timeline. • I can write a letter in role as an evacuee from World War II. • I can describe how people's diets were different during World War II and answer questions about the implementation of rationing. • I can find out about women's wartime jobs and describe what they entailed in detail • I can explain what the Holocaust was and describe some events that happened. • I can explain what the Holocaust was and describe some events that happened. • I can describe what happened during some key events from World War II and order events on a timeline. 	<p>Anglo-Saxons</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods they study • Construct informed responses that involve thoughtful selection and organisation of historical information • Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance • I can describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were • I can understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings • I can describe a typical Anglo-Saxon village and explain what jobs the people did. • I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. • I can explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped. • I can explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and I know about some of the important Christian buildings that they founded. <p>Vikings</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study • Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance • Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information • I can explain when and where the Vikings came from and why they raided Britain. • I can compare the significance of Anglo-Saxon kings during the Viking period. • I can explain who King Ethelred II was and say when and why Danegeld was introduced. • I can identify and explain key aspects of Viking life. • I can explain how the legal system worked in Anglo-Saxon and Viking Britain. • I can explain how the last Anglo-Saxon kings shaped Britain. 	<p>Mayan Civilization</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance • Note connections, contrasts and trends over time and develop the appropriate use of historical terms <ul style="list-style-type: none"> • I can discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived. • I can explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people. • I can understand how the Maya number system works • I can identify and use a range of evidence sources to help me understand more about the Maya civilisation. • I can explain what the Mayan writing system consists of, how words are constructed and what codices are. • I can describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.