

History Long Term Plan

EYFS Theme (1 year cycle)	EYFS – focus intentions taken the EYFS curriculum	Whole School Text Topic (2 year Cycle)	KS1	LKS2	UKS2
All About Me	Learning about generations and how parents and grandparents are older. Children look through the floor book and remember past events in school. Community Experts	Traditional Tales, Myths and Legends	'In My Day' Visit Normanby Hall Community Experts Loan box – Victorian Kitchen	Gainsborough Through Time Visit Gainsborough Record Office	Anglo-Saxons Loan box Anglo-Saxon
Festivals and Remembrances	Learning about longstanding traditions and festivals (Remembrance Day, Bonfire Night, Diwali, Hannukah, Christmas). Thinking further about parents and generations and a time before grandparents. Looking at old toys and creating the timeline of toys. Loan box - Toys Visit the War Memorial Community Experts Children look through the floor book and remember past events in school.	Other Worlds	My, How It's Changed! Look at real artefacts of old technology Loan box – Victorian Technology Community Experts		
Water and Ice	Children look through the floor book and remember past events in school.	Environment	Exploration and Travel	The Mayans Ice Age Trip to Creswell Craggs	First Farmers – Ancient Sumerians
Traditional Tales	Learning about changes in the home, such as no electricity, hot running water, central heating or indoor flushing in the past. Loan box – dependednt on interest, one of the Victoain ones, such as wash day , not kitchen. Community Experts	Belonging	London's Burning! Trip to Gainsborough Old Hall Burning their Tudor Model houses	Boudicca Vs the Romans	Industrial Revolution

Beasts	Children look through the floor book and remember past events in school.	Hope Triumph and Heroes	Castles Trip to Lincoln Castle Loan box – Medieval Loan box – Norman castle	The Vikings are Coming! Loan box - Vikings	Ancient Greece Loan box – Ancient Greece
Growth	Thinking about changes in themselves overtime. Children look through the floor book and remember past events in school.	Change		What's In A Name?	Scramble, Scramble, Scramble! Visit Bomber Command Possible Community Experts

<https://investigatelearning.com/loans-kits/>

All loans kits are based centrally at The Collection Museum. They are hired out weekly – collected after 1pm on Saturday and returned before 12 noon the following Saturday (other hirers may be collecting them on the same day that they are returned).

Please note that they can be kit cases but also bags and art cases, depending on the topic, so check the size so that you can easily transport them. Any other handling items we hire out will also be charged as loans kits.

Loans kits are hired on a weekly basis at £17 per week.

	AUTUMN1 All About Me	AUTUMN2 Festivals and Remembrances	SPRING 1 Water and Ice	SPRING 2 Traditional Tales	SUMMER 1 Beasts	SUMMER 2 Growth
EYFS CYCLE 1	Children know that there was a time before they were born They know there was a time before their parents were born They know their grandparents were born even before that	There was time before the present There was a time before their parents were born There was a time before their grandparents were born Sense of the past and walking 'back in time' as they walk the timeline of toys. Know that older toys were made of less plastic and 'look' old.		Children are aware that homes used to be different they may know: people did not have hot water from a tap, no television, no iPad, no indoor toilet, no bath with taps, no washing machine and tumble drier, no fridge, no heating, just a fire or range.		
Why this, why now?	Children will begin school and look at all the aspects of themselves. As part of this, they will be exploring where they have come from and who their family is. This will give them a first introduction to the fact that there was a time before themselves. They begin to get a sense of time understanding that their parents are older than them, but their grandparents are older than even that! This is a great grounding for children to start to think of other aspects of the past. Children look through the floor book and remember past event in school.	Children learn that many festivals and celebration have become traditions as they are celebrated year after year in the same way. They learn about some important events in the past that we remember today. Children also compare how different people might have different traditions. Thinking on from the understanding of family going back in the past, they think about the toys they had when they were younger, then those of their parents and grandparent and some even older. We create a timeline of time toys to first introduce the idea of a timeline being a representation of things in the past and	Children look through the floor book and remember past events in school.	Children know have a sense of the past and that things might have been different in the past. They think about how homes and kitchens may have changed, and that life as we know it now has not always been the case. This builds a solid foundation for KS1 where children look in more detail at this.	Children look through the floor book and remember past events in school.	Whilst not specifically learning history, children continue to look at how they have changed and grown over time from when they were a baby to where they are now, ready to move up classes. Children look through the floor book and remember past events in school.

		how the further to the left the older it is. Children mark their birth on their timeline. Children look through the floor book and remember past events in school.				
	AUTUMN		SPRING		SUMMER	
KS1 CYCLE 1	'In My Day' changes within living memory – where appropriate, these should be used to reveal aspects of change in national life – cooking and kitchens Timeline: Many people had electricity and gas in the homes by 1950s, homes were built with indoor toilets from around 1950.		My, How It's Changed! changes within living memory – where appropriate, these should be used to reveal aspects of change in national life - technology Timeline: telephone invented 1876, radio 1920s, black and white films 1920s, black and white television 1930s, colour films 1930s, colour television 1950s, desk top computer, 1970s, mobile phones 1980s, internet 1990s, smart phones 1999, laptops 2000, tablets 2010.		Exploration and Travel 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] Timeline: Columbus sailed to the Americas 1492, Matthew Flinders sailed to Australia and mapped it, Amy Johnson made the first female solo flight to Australia 1930.	
Why this, Why now?	Children continue their learning from EYFS as they look in more detail at how homes, especially kitchens and cooking have changed. They will be using community experts as primary sources as well as artefacts as they learn about the changes in living memory people have of food and cooking in the past. They will look at how food was cooked, cooking utensils and the kind of food that was cooked.		Continuing from the previous topic, children look at more changes in living memory with the advances in technology over the last 100 years. Again, speaking to community experts, they learn that not all homes had colour television, people did not have smart phones or even tablets! This is a very relevant topic today as it shows children the vast changes that have been made in such a short space of time in an area they are very familiar with. This establishes this fact for all of their future learning about other civilisations in KS2 and they understand that there was a time before people used electricity and smart phones/tablets in their everyday lives.		This topic takes children back a significant period of time to Christopher Columbus and his reaching the Americas. This is an important piece of information for children to learn for the rest of the Newton Curriculum and its heavy focus on Mexico and Spain and what the link is. Children are learning about travel in the past and once they have learnt about Columbus, they learn about Matthew Flinders, a Lincolnshire born sailor of HMS Investigator who sailed at a later time and mapped much of Australia. They then learn about Amy Johnson, the first woman to fly solo from London to Australia. This topic links well with the overall theme of oceans and continents and the environment for KS1 as	

			children apply maps skills to geography and geography to history, providing both with context and deepens understanding.
	AUTUMN	SPRING	SUMMER
KS1 CYCLE 2	London's Burning! 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] Timeline: Great Fire of London 1666. Children also create a small timeline offshoot to sequence the events of the Great Fire.	Castles significant historical events, people and places in their own locality Timeline: William the Conquer becomes king in the Norman conquest 1066, Lincoln castle built 1068, medieval period between 1066 and 1485.	
Why this, why now?	Children will be looking at key historical vocabulary such as sources and dates in this unit as they make their first historical study of London. London is theme through history and other aspects of the curriculum. Children learn about this catastrophic event which altered the skyline of London. Children will also sequence and recount the major events of the fire. They will learn about different kinds of sources and how historians use sources to learn about the past. They will also be recreating the event as they set fire to their Tudor house they have built in D&T. Children visit Gainsborough Old Hall to see a Tudor building.	Children have seen the Old Hall and now see another primary source; Lincoln castle and appreciate that a variety of things can be used as sources to learn about the past. They study castles and learn why they were needed. This is a good foundation for KS2 learning as children learn about several newcomers and invaders of the British shores. Children will study castles and some aspects of what life was like in medieval times. The medieval is the first period that the children learn about and mark on their timelines.	
LKS2 CYCLE 1	Gainsborough Through Time - A Local History Study Timeline: Alfred the Great married princess of the Gaini Tribe 868, Gainsborough was the capital of England and Denmark for 5 weeks 1013, Domesday Book written 1086, King John grants Gainsborough a weekly market 1204, Richard III stays in the Old Hall in Gainsborough 1483, Henry VIII stays at the old Hall in Gainsborough 1541, Religious separatists from Gainsborough set sail for the Americas on the Mayflower 1620, The		The Mayans 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 Timeline: Mayan writing developed 700 BC, first temples built 100 BC, Chichen Itza is at its most powerful 1000 AD, contact with Europeans 1502, Ice Age

	Battle of Gainsborough in the English civil war 1643, Marshalls Engineering started in Gainsborough 1848, William Rose invented the first packaging machine 1893, First Cadbury Roses were sold (named after Rose's packaging) 1938, Gainsborough is bombed in WWII by the Luftwaffe 1942.		changes in Britain from the Stone Age to the Iron Age Timeline: Paleolithic 2.5million – 10,000 BC, Mesolithic 10,000-8,000 BC, Neolithic 8,000-3000 BC, Early Bronze Age 3000 BC to 750 BC, Late Bronze age 750 BC, Iron Age 750 BC – around 50 BC, Ice age in Britain 110,000 BC - 12,000, First humans found in Britain 500,000 BC, Cave art from Creswell Craggs 40,000-14,000, Occupation of Creswell Craggs by Neanderthals 40,000 BC, Neanderthals become extinct by 28,000 BC, Occupation of Creswell Craggs by Homo Sapiens 22000 BC, Britain becomes an island 6000 BC, Sumerians build large city states 4000 BC, Work on Stonehenge begins 3100 - 2000 BC, Roman Julius Cesar first invaded Britain 55 BC,
Why this, Why now?	This unit is designed to give children something of an overview of around the last 1000 years of English history, giving them a sense of chronology and periodisation. It is done with a local town Gainsborough as the focus so children can relate to the events and locations and link to prior knowledge of what they have studied and experienced. Children have a trip to Gainsborough record office here to really see a sense of how historians work, how resources are used and to visit some of the places studied. This links well for further learning of Anglo Saxons, Vikings and WWII.		Children study the Mayans in this unit to deepen their understanding and knowledge of Mexico. They use their knowledge from KS1 to understand the impact of Spanish explorers arriving in what is now Mexico. This links very well to the geography topic where children are comparing the Yucatan peninsula to Lincolnshire. It is the first opportunity children have to consider what is going on in the past in a different part of the world to the UK. Children learn about BC and AD. In 'Ice Age' children learn about the very origins of man and our prehistory. They study this huge amount of time and the technological changes that were achieved in those times as they learn about periodisation. This leads up to the iron age, where 'Boudicca Vs The Romans' begins. Children do a local area study of Creswell Craggs and learn how Humans and Neanderthals lived in the same caves at different times. They learn about the ice age that covered much of the world in Ice, understanding how the climate has changed in the past too, which lends perspective to the climate changes today as children study

			the environment topic. Children will be learning how historians learn about the past when there is no written record and the huge technological advances and legacies left from our early ancestors. This also sets the background for children learning early farming in UKS with the Sumerian topic.
LKS2 CYCLE 2	Boudicca Vs Romans the Roman Empire and its impact on Britain British resistance, for example, Boudica Timeline: Hill fort begin to be used 800 BC, working iron becomes widespread 750—500 BC, Hillforts dominate the landscape 500-100 BC, Earliest reference to Druids 200 BC, Julius Caesar raids Britain 54 BC, Emperor Claudius invades Britain 43 AD, King Prasutagus of the Iceni tribe died, Boudicca became Queen AD 60, Children create a small timeline offshoot to show the events of Boudicca's Revolt.	The Vikings are Coming! the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Timeline: Viking first invasion of Lindisfarne 793,	What's in a Name? Changes in Place names - Study Local area names Anglo Saxon/Danish/Norman across the country. Could also look at names in Northern Ireland, Wales and Scotland and consider why they are the same/different. Can also look at old Roman names and how Roman roads are part of the features. Link to geographical features. And compare historical changes of land use too. Timeline:
Why this, why now?	Children look at belonging through the idea of people coming to Britain's shores as 'invaders' and those defending it. They will look at London again, but this time as part of the Celtic tribal rebellion led by Boudicca. They will learn about the end of the iron age and prehistory as written records began. Children will be looking at the accounts by the Romans hand starting to think about the bias and reliability of sources. Children will learn about 'civilisation', 'empire' and invaders here to create a strong foundation for further study this year and into UKS2.	The children continue to think about invaders as they learn about the Vikings. Linked heavily to their English texts and the ideas of heroes, children learn about Viking ways of life, culture and how they affected Britain. They will use historical skills to learn about another key period in early English history. exploring the different strata of society and how social hierarchy was established in this time. They will learn how Britain was divided by the Anglo-Saxons and the Vikings to create Danelaw to split the ruling of the country.	Children continue their learning from the Vikings to think about the effects of invaders and changes in ruling population and its effect on the country. They bring their learning about the Romans and Vikings with them and begin to look at the Anglo-Saxons as they study place names the changes in early English history as a whole. This helps children firmly root their understanding of the chronology of this time, periodisation and continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends and frame historically valid questions.
UKS2 CYCLE 1	Anglo-Saxons 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 Timeline:		First Farmers – Ancient Sumerians 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

			Timeline:
Why this, Why now?	Children are now in a position to have an in depth look at the Anglo-Saxons. They have learnt about the periods before and after and can now look at this other important culture to come to Britain. Children learn about the culture, beliefs, social structure and dress of these people and learn about Alfred the Great. They consolidate their understanding of the change and periodisation of this period. Children also explore how the English language has changed, linking to Beowulf and then the later modern classic, The Hobbit. Children continue to explore the reliability of sources and second-hand sources as they look at 'The History of the Kings of Britain' by Geoffrey of Monmouth as a source for learning about the Anglo-Saxons.		Children continue their learning from LKS2 'Ice Age' to study one of the earliest civilisations that settled down to farm. Children learn about Ancient Sumer and how they developed the plough, early maths, cuneiform as the first writing and developed a way to measure time and also the wheel. Children learn when these fundamental ideas were first created and how they still affect life today. Children will revisit the idea of archaeology as they learn about a culture in another part of the world. This links heavily to the idea of farming changing the world and how humans impact the environment in the rest of the UKS2 topic.
UKS2 CYCLE 2	Victorian England a study of an aspect or theme in British history that extends pupils' chronological – knowledge beyond 1066 industrial revolution Timeline: TBC	Ancient Greece Ancient Greece – a study of Greek life and achievements and their influence on the western world Timeline: TBC	Battle of Britain a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Timeline: WWII 1938-1945, Battle of Britain 1940, Operation Chastise 1943, Children also create a small timeline offshoot to sequence the events of the Battle of Britain (see KO)
Why this, Why now?	This topic links very well to the English texts studied, providing context to deepen understanding for both subjects. Children build on their understanding of class systems from Anglo-Saxons and Viking topics in LKS2 to see how there was a huge social divide in Victorian London and learn about how Barnardo's was set up to children who 'did not belong to anyone'. This provides a great springboard for children to become courageous advocates themselves. This topic uses the recurring theme of London as a backdrop to base their learning on. They also learn more about the huge advances made by humans in the 'Industrial Revolution' and how it	Children learn about another ancient civilisation which affects our modern lives. They study life in ancient Greece, learning how it was made up of city states and what common culture united the people of Ancient Greece, including the idea of democracy. Children also learn the origins of the Olympic games for sporting heroes as well as learning about mythical heroes. This also provides an interesting parallel to what life was like in Britain during the time of the Celts.	Children look at an important turning point in British history as they study the role of the Lincolnshire air force and the air force in general in WWII and the Battle of Britain. This fascinating topic provides the children with opportunities to explore propaganda, learn about the hardships of WWII and the idea of make do and mend and how important the air force was in bringing about the end of the war. Children think about how WWII changed the world forever.

	changed the whole country and way people lived.		
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