



**History**  
**Subject Long Term Plan showing coverage across all year groups**

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
<b>EYFS</b>	<p><b><u>Ourselves – How are we the same or different?</u></b></p> <p><b><u>Summary</u></b> Covering our family and who lives in our house. Looking at key significant events past birthdays and Christmases linking into special times. Know similarities and differences between family members (age).</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p><b><u>Links to prior learning</u></b> Awareness of people around. Experiencing these events.</p>	<p><b><u>How do we celebrate different events?</u></b></p> <p><b><u>Summary</u></b> Covering a range of celebrations Bonfire Night, Diwali, Remembrance Day, Christmas. Looking at when these events occur, how the children have celebrated these and to compare these with others.</p> <p><b><u>Links to prior learning</u></b> Key events- Birthdays, Christmas Similarities and differences between family members.</p>	<p><b><u>Around the World - What are the differences between cold and hot countries?</u></b></p>	<p><b><u>Fairy Tales/Traditional Stories/Dinosaurs – What do books help us learn about the past?</u></b></p> <p><b><u>Summary</u></b> Reading a range of traditional tales (e.g. Cinderella) looking at Transport from the past-horses, carriages-castles - compare to today and Fiction Dinosaur books -Harry and his bucket full of Dinosaurs. Magic toys-old and new.</p> <p><b><u>Links to prior learning</u></b> Awareness of people around Personal experiences and links into Geography: hot and cold countries.</p>	<p><b><u>Growing – What is growing all around us?</u></b></p> <p><b><u>Summary</u></b> Brief chronology of what happens when growing up step by step. Looking at milestones, life cycles and the objects associated with these events (e.g. baptism). The children will take part in explicit learning that compares their life against their Grandparents this includes bringing in past photographs and making observations around hobbies- linking to future learning (Y1). Also looking at the roles of the people in society (vicar).</p> <p><b><u>Links to prior learning</u></b> Awareness of events and when they take place.</p>
<b>1</b>	<p><b><u>What is special about our area? (School/Hedon)</u></b> Geography</p>	<p><b><u>What makes the Xbox more fun than toys/games from the past?</u></b> History</p> <p><b><u>Summary</u></b> Covering changes in history and how things have changed within living memory. Looking at toys now and toys from the past comparing similarities and differences.</p> <p><b><u>Links to prior learning</u></b> Exploring different toys. Chronology through instructions- getting to school.</p>	<p><b><u>What did Paddington do when he went to London?</u></b> Geography</p>	<p><b><u>Where do animals, dinosaurs and plants come from?</u></b> Science</p>	<p><b><u>How easy is it to fly?</u></b> History/Science</p> <p><b><u>Summary</u></b> Covering the importance of historical events, people and places in their own locality. Looking at Amy Johnson, her life and the first aeroplane flight. Introducing a comparison between different time periods.</p> <p><b><u>Links to prior learning</u></b> Explicit observations.</p>



**History**  
**Subject Long Term Plan showing coverage across all year groups**

2	<p><b><u>How have people of the past influenced us in our lives today?</u></b>  <i>History</i></p> <p><b><u>Summary</u></b>            An exploration into three significant figures – William Wilberforce, Queen Victoria and Florence Nightingale as these three have impacted the lives of children in very different ways.</p> <p><b><u>Links to prior learning</u></b>  <i>Fairy tales, knights and dragons.            Understanding significant individuals.            Developing the concept of the 'past'</i></p>	<p><b><u>Why can't a meerkat live in the North Pole?</u></b>  <i>Science</i></p>	<p><b><u>How do we know about The Great Fire of London?</u></b>  <i>History</i></p> <p><b><u>Summary</u></b>            Covering knowledge of the significant events that led up to the Great Fire of London, its impact on this period in history and look at the information sources that can help us find out about this period in time.</p> <p><b><u>Links to prior learning</u></b>  <i>The concept of the 'past'            Knowledge of significant people.            Monarchy- Buckingham Palace location.</i></p>	<p><b><u>What do beaches have in common? (Bridlington &amp; Sydney)</u></b>  <i>Geography</i></p>	<p><b><u>How do we know where we are? Map makers.</u></b>  <i>History/geography</i></p> <p><b><u>Summary</u></b>            An exploration into important mapmakers and how these significant people have affected our understanding of locational / place geography today.</p> <p><b><u>Links to prior learning</u></b>  <i>Understanding significant individuals.            Developing the concept of the 'past.'</i></p>
3	<p><b><u>Early Civilisation- How did they influence our lives today?</u></b>  <i>History</i></p> <p><b><u>Summary</u></b>            Covering changes in Britain including what life was like in this period of history, comparing it with our life today and ordering the events in this period of history through a chronological framework introducing key vocabulary.</p> <p><b><u>Links to prior learning</u></b>  <i>Developing the concept of time/ the 'past'.            Significant people in history.</i></p>	<p><b><u>How does Great Britain fit in Europe?</u></b>  <i>Geography</i></p>	<p><b><u>What did the Romans ever do for us?</u></b>  <i>History/Geography</i></p> <p><b><u>Summary</u></b>            Covering what the impact of the Roman Empire on Britain and how the Empire impacted societal changes, technology and</p> <p><b><u>Links to prior learning</u></b>  <i>Ability to reflect on key periods in history that have affected life today including the changes in Britain from the Iron Age Celts into Roman Britain.</i></p>	<p><b><u>Why Africa is a continent and what is significant about its history?</u></b>  <i>History/Geography</i></p> <p><b><u>Summary</u></b>            A brief exploration into Africa as part of European Empire and explore how European imperialism affected political boundaries.</p> <p><b><u>Links to prior learning</u></b>  <i>The impact of Rome in Britain and the comparison of this to European Imperialism in Africa.</i></p>	<p><b><u>What were the greatest inventions and achievements of the Ancient Egyptians?</u></b>  <i>History/science</i></p> <p><b><u>Summary</u></b>            Covering a chronological understanding of Ancient Egypt. Looking at the Ancient Egypt civilisation, its impact and what remains there now.</p> <p><b><u>Links to prior learning</u></b>  <i>Chronology of events through history            Stone Age/Neolithic Bronze Ages.</i></p>
4	<p><b><u>Why did the Anglo-Saxons and Scots want to settle in Britain?</u></b>  <i>History</i></p> <p><b><u>Summary</u></b>            Covering the Roman withdrawal from Britain, the fall of the Western Roman Empire, the Scots and Anglo Saxons invasions and how life changed in Britain.</p>	<p><b><u>How has the river Humber affected life in our area?</u></b>  <i>Geography/science</i></p>	<p><b><u>Why did the Vikings and Anglo-Saxons battle for Britain?</u></b>  <i>History</i></p> <p><b><u>Summary</u></b>            Focusing on the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p><b><u>What makes the Earth angry?</u></b>  <i>Geography/science</i></p>	<p><b><u>What happened to the Mayans?</u></b>  <i>History</i></p> <p><b><u>Summary</u></b>            Focusing on a non-European society and looking at the contrast it has with British history.</p> <p><b><u>Links to prior learning</u></b></p>



**History**  
**Subject Long Term Plan showing coverage across all year groups**

	<b><u>Links to prior learning</u></b> <i>Understanding of chronology in history. Previous historical period studied from the Neolithic Period to Roman Britain.</i>		<b><u>Links to prior learning</u></b> <i>Building on from the early Anglo-Saxon settlement and looking at how the Viking presence changed Britain.</i>		<i>Exploration of the tools and technology the Mayans accessed and made comparisons against British and European cultures within the same period.</i>
<b>5</b>	<b><u>What is significant about Kingston Upon Hull? (local history including slavery)</u></b> <i>History</i>  <b><u>Summary</u></b> Covering the history of Hull as Kingstown. Looks at whaling and what whaling is, how it has changed and the impact this has had on the people of Hull.  <b><u>Links to prior learning</u></b> <i>Local area- Hull Information sources Understanding of chronology in history.</i>	<b><u>How do rivers differ?</u></b> <i>Geography</i>	<b><u>How has the Victorian period affected our lives?</u></b> <i>History</i>  <b><u>Summary</u></b> Covering the impact of the Victorian time period/people, significant events (including changes to acts) and the impact that this has had on our way of life today.  <b><u>Links to prior learning</u></b> <i>Building on from a brief look at Hull in the period but also look at the huge contrast to pre-1066 studies.</i>	<b><u>How can we make £5 blossom?</u></b> <i>Local industry/enterprise</i>	<b><u>How has Ancient Greece changed the world?</u></b> <i>History/geography</i>  <b><u>Summary</u></b> An exploration of the Ancient Greek life and achievements with their influence on the western world; allowing children to research some of their own information using reliable sources. Looks at the chronology of key events through Ancient Greece and the legacy. Compares Greece with our local area.  <b><u>Links to prior learning</u></b> <i>A great opportunity to build upon and compare the disciplinary and substantive knowledge taught in all other periods where possible and relevant.</i>
<b>6</b>	<b><u>Why should rainforests be important to us all?</u></b> <i>Geography</i>	<b><u>How did WW2 impact the local area?</u></b> <i>History</i>  <b><u>Summary</u></b> Covering the significance of WW2 in the locality. Looking at how WW2 affected the local area and what life was like. Where it is located within the chronological framework, between other events studied.  <b><u>Links to prior learning</u></b> <i>Stone Age, Ancient Egypt, Anglo Saxons, Vikings, Tudors and Victorians. Continuing the sequence of the key historic events.</i>	<b><u>How did WW2 impact the local area?</u></b> <i>History</i>  <b><u>Summary</u></b> Covering the significance of WW2 in the locality. Looking at how WW2 affected the local area and what life was like. Where it is located within the chronological framework, between other events studied.  <b><u>Links to prior learning</u></b> <i>Stone Age, Ancient Egypt, Anglo Saxons, Vikings, Tudors and Victorians. Continuing the sequence of the key historic events.</i>	<b><u>What will our coast look like in 20 years' time?</u></b> <i>Geography</i>	<b><u>How will the Humber go carbon neutral?</u></b> <i>Geography</i>