

History at Poppleton Ousebank Primary School - Long Term Plan

History at Poppleton Ousebank - EYFS

	Autumn		Spring		Summer	
Nursery	<p>Myself</p> <p><i>Pupils start with activities about themselves and their families (e.g. self-portraits.)</i></p>	<p>Celebrations</p> <p><i>Pupils spend time looking at celebrations and traditions within families.</i></p>	<p>Changes</p> <p><i>Pupils look at how we are changing and growing since we were babies.</i></p>		<p>Holidays</p> <p><i>Children remember holidays that we have been on in the past and what happened whilst we were on them.</i></p>	
Reception	<p>Ourselves</p> <p><i>Pupils will understand their own place in history by looking at our birthdays and recent events.</i></p>	<p>Festivals</p> <p><i>Pupils look at significant events and people in history, such as Guy Fawkes and Bonfire Night.</i></p>	<p>Space</p> <p><i>Pupils look at the Moon landings and compare them to current space travel.</i></p>	<p>Stories from the Past</p> <p><i>Children will hear stories from the past, including their parents' favourite stories from childhood, and compare them with tales of today.</i></p>	<p>Our World</p> <p><i>Pupils will discover how our lives are different from people in the past by looking at location, clothing & social standards.</i></p>	<p>The Seaside</p> <p><i>Children will learn about what people did at the seaside in the past, and look at how this is similar or different to the present day.</i></p>

History at Poppleton Ousebank: KS1

	Autumn	Spring	Summer
Year 1	<p style="text-align: center;">Childhood <i>How has childhood changed over time?</i> Area of History: Continuity and Change <i>This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.</i> National Curriculum Link (see below): NCa</p>	<p style="text-align: center;">Significant People <i>What does significant mean?</i> Area of History: Significance <i>This project teaches what significance is in a historical context and examines the areas of endeavour that might make an individual a significant person in history.</i> National Curriculum Link (see below): NCc</p>	<p style="text-align: center;">Local History: Significant People <i>What can we learn about two local trailblazers?</i> Area of History: Significance <i>This project examines the significance of two local trailblazers; George Leeman (railway pioneer) and Amy Johnson (first woman to fly from Britain to Australia.) Children will compare the influence of both on travel.</i> National Curriculum Link (see below): NCc</p>
Year 2	<p style="text-align: center;">School Days <i>How has school life changed since the Victorian Era?</i> Area of History: Continuity and Change <i>This project teaches children about schooling both today and in the past. They compare schooling in the Victorian era to their experiences today.</i> National Curriculum Link (see below): NCb</p>	<p style="text-align: center;">Magnificent Monarchs <i>What impact did our significant sovereigns have?</i> Area of History: Cause and Consequence <i>This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines and historical sources, they build up an understanding of the monarchs and research two of the most significant sovereigns: William the Conqueror and Elizabeth II</i> National Curriculum Link (see below): NCc</p>	<p style="text-align: center;">Local History: Clifford's Tower <i>Why did William the Conqueror build Clifford's Tower?</i> Area of History: Cause and Consequence <i>This project teaches pupils about the significance of Clifford's Tower in modern-day York. In order to support Y2 pupils to access this project, pupils will reflect on their own history using a timeline, as well as the history of York's buildings. Pupils will then go on to learn about the purpose of mediaeval castles, and why William the Conqueror needed to build one in York.</i> National Curriculum Link (see below): NCd</p>

National Curriculum Objectives: KS1

a	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
b	Events beyond living memory that are significant nationally or globally.
c	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.
d	Significant historical events, people and places in their own locality.

History at Poppleton Ousebank - KS2

	Autumn	Spring	Summer
Year 3	<p style="text-align: center;">Through the Ages <i>How did life change between the Stone Age and the Iron Age?</i></p> <p style="text-align: center;">Area of History: Continuity and Change <i>This project teaches children about British prehistory from the Stone Age to the Iron Age, focusing strongly on the Bronze Age. The study includes changes to people and lifestyle caused by ingenuity, invention and technological advancement.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCa</p>	<p style="text-align: center;">The Maya <i>Who were the Maya and why were they significant?</i></p> <p style="text-align: center;">Area of History: Significance <i>This project teaches children about the history of the Ancient Maya, including innovations in agriculture, and the reasons for their decline. The study includes changes to people and lifestyle caused by ingenuity, invention and technological advancement.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCI</p>	<p style="text-align: center;">The History of Chocolate <i>Why was York so significant in the History of Chocolate?</i></p> <p style="text-align: center;">Area of History: Significance <i>This project teaches children about the history of chocolate as food and drink from its beginnings in the Maya civilisation to the heyday of industrial York where chocolate was a major industry.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCe.3</p>
Year 4	<p style="text-align: center;">Ancient Civilisation <i>Why were the ancient Egyptians so successful?</i></p> <p style="text-align: center;">Area of History: Significance <i>This project teaches children about the history of one of the world's first ancient civilisations: ancient Egypt. Children will learn about the rise, life, achievements and eventual end of Ancient Egypt, comparing the lives of different Ancient Egyptians.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCG</p>	<p style="text-align: center;">Emperors and Empires <i>How was the Roman invasion of Britain significant?</i></p> <p style="text-align: center;">Area of History: Significance <i>This project teaches children about the history and structure of the Roman Empire. They will conduct a detailed study of the Romanisation of Britain, including the Roman invasion as well as the impact of Roman invention and ingenuity.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCB</p>	<p style="text-align: center;">The Tudors <i>What was it like to live in Tudor England?</i></p> <p style="text-align: center;">Area of History: Similarity and difference / Significance <i>This unit teaches children about the history of the monarchy during the Tudor Period and what it was like for different strata of society to live in Tudor England. Children will learn that the Tudor period was significant due to religious reform and overseas expansion, and the cultivation of (relative) peace and prosperity.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCF 1 and NCF4</p>

Year 5	<p style="text-align: center;">Invasion: The Viking & Anglo-Saxon Struggle <i>How did the power struggle between the Vikings and Anglo-Saxons change Britain?</i></p> <p style="text-align: center;">Area of History: Continuity and Change <i>This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon invasions and their kingdoms as well as placing the lives of the Anglo-Saxons and Vikings alongside each other, exploring the struggles between them up to the Norman Conquest.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCC & NCD</p>	<p style="text-align: center;">The Vikings in Yorkshire <i>How was our region shaped by the Vikings and their invasion?</i></p> <p style="text-align: center;">Area of History: Similarity and Difference <i>This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Viking invasions, focusing on the impact that these had on our local area. They will study how life was lived in Yorkshire during Viking rule.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCD & NCE.1</p>	<p style="text-align: center;">Britain at War <i>How did the Second World War change the lives of British people?</i></p> <p style="text-align: center;">Area of History: Continuity and Change <i>Pupils will learn how the outbreak of the Second World War affected people in Britain. They will focus on how life changed on the home front, and what the lasting impact of the war was for key groups of people. The unit will focus heavily on the role of propaganda in maintaining the war effort on the Home Front.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCF.4</p>
Year 6	<p style="text-align: center;">Groundbreaking Greeks <i>To what extent was the "Golden Age" of Athens really "golden"?</i></p> <p style="text-align: center;">Area of History: Significance <i>This project teaches children about developments and changes during the classical period of Ancient Greece, focusing on the city state of Athens and exploring the lasting legacy and impact of ancient Greece on our lives today.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCH</p>	<p style="text-align: center;">Crime and Punishment <i>How have attitudes to crime and punishment changed over time?</i></p> <p style="text-align: center;">Area of History: Continuity and Change <i>This project explores the theme of crime and punishment throughout British history. Children will study how both crime and punishment have changed, rooting this in how people's attitudes influenced these changes.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCF.2</p>	<p style="text-align: center;">Civil Rights in Changing Britain <i>How have people fought for their rights in Britain?</i></p> <p style="text-align: center;">Area of History: Interpretation <i>This project teaches children how people throughout Britain's history have fought for their civil rights, with a strong focus on 20th century history. Children will use a wide range of sources and their well-developed disciplinary knowledge to support them in their analysing and interpreting these sources.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCE.3</p>

National Curriculum Objectives: KS2

a	Changes in Britain from the Stone Age to the Iron Age
b	The Roman Empire and its impact on Britain
c	Britain's settlement by Anglo-Saxons and Scots
d	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
e	A local history study (including one or more of the following):
1	a depth study linked to one of the British areas of study listed above
2	a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
3	a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
f	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (including one or more of the following):
1	the changing power of monarchs using case studies such as John, Anne and Victoria
2	changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
3	the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
4	a significant turning point in British history, for example, the first railways or the Battle of Britain
g	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
h	Ancient Greece – a study of Greek life and achievements and their influence on the western world
i	a non-European society that provides a contrast 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.

