

# Lanercost Church of England Primary School

Care Believe Achieve

## History Long Term Plan - EYFS and KS1 - Year A

	EYFS			KS1		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	All About Me and My School <b>COMMUNITY</b>	People Who Help Us: Then and Now (Fire) <b>KNOWLEDGE</b>	The Romans <b>POWER</b>	Changes in Living Memory - The Community <b>COMMUNITY</b>	Great Fire of London <b>COMMUNITY/ POWER/ KNOWLEDGE</b>	Why did the Romans build Hadrian's Wall? <b>COMMUNITY/ POWER/ KNOWLEDGE</b>
National Curriculum	<p><b>Early Years Objectives from Development Matters:</b> * Begin to make sense of their own life-story and family's history. * Comment on images of familiar situations in the past. * Compare and contrast characters from stories, including figures from the past.</p> <p><b>Working towards the ELG: Past and Present:</b></p> <p>* Talk about the lives of the 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.</p>			Changes in living memory	Events beyond living memory	Significant historical events, people, places in our locality
<i>In these topics, children will develop an understanding of the different concepts by:</i>						
Concept Progression	<b>Community</b>	<b>Knowledge</b>	<b>Power</b>	<b>Community</b>	<b>Community</b>	<b>Community</b>
	<ul style="list-style-type: none"> <li>knowing and explaining how themselves and important buildings in their local area has changed over time.</li> <li>knowing a community is a large group of people living/ working together.</li> </ul>	<ul style="list-style-type: none"> <li>understanding that knowledge shaped the way significant people thought and influenced what we know and do today</li> <li>knowing that knowledge brings about change</li> </ul>	<ul style="list-style-type: none"> <li>knowing about people having power over other people and places</li> <li>knowing about having the power to build large and important structures.</li> </ul>	<ul style="list-style-type: none"> <li>knowing how shops and the high street have changed over time</li> <li>knowing and explaining how their local area changed</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining the lives of significant people and how they lived, such as Samuel Pepys</li> <li>knowing and explaining what life was like in the community of London over 300 years ago</li> </ul>	<ul style="list-style-type: none"> <li>knowing and explaining how the community and place they live has been shaped by significant past events and people</li> </ul>
					<p><b>Power</b></p> <ul style="list-style-type: none"> <li>knowing how significant people used what they knew to change the way we understand science or history. E.g. Samuel Pepys helped us know more about the Great Fire of London through his diary</li> <li>knowing that people with power don't always make the right decisions, such as the Lord Mayor of London, Thomas Bludworth, fled the city instead of helping fight the fire</li> </ul>	<p><b>Power</b></p> <ul style="list-style-type: none"> <li>knowing and explaining the reasons why people exerted force and power over others, such as Roman invasions of Britain.</li> <li>knowing how significant people used what they knew to change the local area (Hadrian's Wall)</li> </ul>
				<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>knowing how events, such as the Great Fire of London, influenced the future of what people did and how places were built</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>understanding how the local area was shaped or changed by new knowledge and inventions,</li> </ul>	

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### History Long Term Plan - EYFS and KS1 - Year B

	EYFS			KS1		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	All About Me and Where I Live <b>COMMUNITY</b>	Castles <b>KNOWLEDGE/ POWER</b>	Who was Grace Darling? <b>KNOWLEDGE</b>	Significant people Mary Anning and David Attenborough <b>COMMUNITY/ KNOWLEDGE</b>	Significant historical events, people, places in our locality - Border Reivers <b>COMMUNITY/ POWER/KNOWLEDGE</b>	More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake) <b>KNOWLEDGE/ COMMUNITY</b>
National Curriculum	<p><b>Early Years Objectives from Development Matters:</b> * Begin to make sense of their own life-story and family's history. * Comment on images of familiar situations in the past. * Compare and contrast characters from stories, including figures from the past.</p> <p><b>Working towards the ELG: Past and Present:</b></p> <p>* Talk about the lives of the 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.</p>			Significant people	Significant historical events, people, places in our locality	More lives of significant people
Concepts	<p><b>Community</b></p> <ul style="list-style-type: none"> <li>knowing and explaining how they (themselves) and important buildings in their local area has changed over time.</li> <li>knowing a community is a large group of people living/ working together.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>knowing how knowledge helps us build and create things.</li> <li>knowing that knowledge helps us to make changes</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>knowing about people having power over other people and places</li> <li>knowing about having the power to build large and important structures.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>understanding that knowledge can bring about change, e.g. how we rescue people at sea.</li> <li>understanding that knowledge shaped the way significant people thought and influenced what we know and do today</li> </ul>	<p><b>Community</b></p> <ul style="list-style-type: none"> <li>knowing and explaining the lives of significant people and how they lived</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>understanding that knowledge shaped the way significant people thought and influenced what we know and do today</li> </ul>	<p><b>Community</b></p> <ul style="list-style-type: none"> <li>knowing and explaining how their local area was shaped by events and people</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>understanding how the local area was shaped or changed by people and their actions.</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>knowing that people with power don't always make the right decisions, e.g. Strong Border Reiver families.</li> </ul>	<p><b>Community</b></p> <ul style="list-style-type: none"> <li>knowing and explaining the lives of significant people and how they lived</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>understanding that knowledge shaped the way significant people thought and influenced what we know and do today</li> </ul>