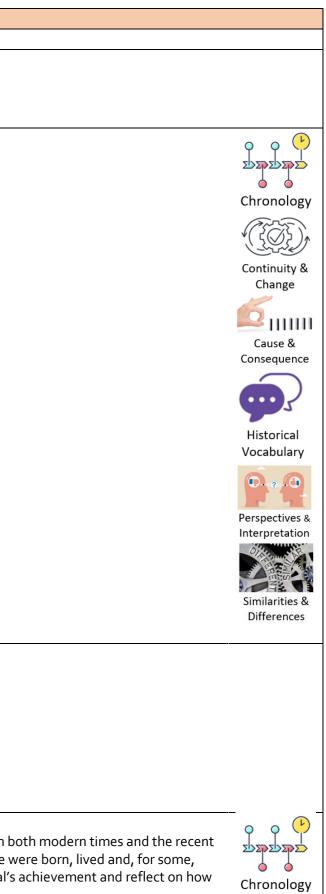


HISTORY Long Term Plan YEAR B

History runs through our LMTW curriculum topics; this ensures historical knowledge, concepts and skills are built on across the year groups as well as giving our children the opportunity to see how history has affected the world in which we live and how it links to other curriculum subjects. We plan for enrichment days, visits and visitors to inspire imagination and bring history to life. To ensure full coverage and progression for each year group, we use the Historical Association to enrich our curriculum and to provide a source of CPD for our teachers.

Autumn Te	rm 2024		
	Autumn 1		Autumn 2
Nursery	N1: N2:		N1: N2:
Puffins R	 Happy to be Me To know how to use language such as 'yesterday', 'today', 'tomorrow' when relating to the passing of time To identify ways their family celebrates special events such as weddings, christenings, birthdays etc. To identify features about themselves that make them individuals To identify how we are similar and different To know who is in their family and how families can differ To know what a community is and identify the communities and groups they belong to 	Chronology Similarities & Differences	
Puffins 1	 Happy to be Me Children will identify significant events in their own and their families' lives. Children will order significant events in the school year and in the lives of their families. Concepts NC - Pupils should be taught about changes within living memory 	Chronology Similarities & Differences	Help is at Hand
Choughs 2	Land Ahoy		Zero to Hero- 'Inspirational Figures Past and Present' In this unit, pupils will learn about a range of influential people from past. They will explore chronology by recognising that these people died in different time periods. Pupils will learn about each individua



			 they have changed the lives of many people across the world. Pupils through evidence, for example, animations Walt Disney has left us. passing of time; decade, century etc. is introduced. Concepts NC - Pupils should be taught about events beyond living memory the globally A. To realise that setbacks do not have to be a barrier to achievem B. To learn that perseverance is vital to achievement - Thomas Edit c. To understand that circumstances do not have to be a barrier to be barrier to barrier to be barrier to barrier t
Choughs 3 Choughs 4			NC - Pupils should be taught about a non-European society that pro Recognise similarities and differences between people's lives during Use dates and vocabulary relating to the passing of time and sequen Explore the different ways we can find out about the past and how t Place events, people and changes into correct periods of time on a t Identify how significant events, developments or individuals and gro the UK and beyond in the recent and distant past
Razorbills 5 Razorbills 6	A World of Bright Ideas- 'Inventions and Developments' By using their understanding of chronology, pupils will build a timeline around either the development of transportation or technology. They will be required to compile a set of questions around their chosen subject to guide their research. They will then need to analyse and pare down their findings to build a clear, succinct timeline. Concepts NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A. To learn about important inventions from the past	Chronology Continuity & Change	In Your Element- 'Earth, Fire, Water, Air' Pharaoh Queen- 'The Story of Hatshepsut' Initially, pupils will engage some of their geographical map reading atlas and discussing its location on the north coast of Africa, in relat Cancer and Capricorn. Pupils will then compare a map of modern-da Pupils will turn their focus to some of the important people and place focusing on Queen Hatshepsut. They will analyse evidence to find re when women could not traditionally rule, why the people of Egypt w strangely, why almost all evidence of her existence as pharaoh were written account of her life, using all the evidence gathered and conce Concepts NC - Pupils should be taught about an Early Civilization e.g. Egypt • To know the location of Egypt • To know about the significant Ancient Egyptian places and indi • To know about Ancient Egyptian beliefs and practices • To understand how evidence is used to make historical claims • To understand the importance of the River Nile in Ancient Egypt To learn about the third female pharaoh, Hatshepsut

	Spring 1			Spring 2
Nursery	N1:		1	N1:
	N2:		ſ	N2:
Puffins R	 Come Fly With Me- Asia To look at photographs of old fashioned forms of transport and notice what is different on modern day equivalents To identify 'odd ones out' when exploring aspects of Chinese culture To identify similarities and differences between their own family and one from India To know about a range of cultural and religious festivals, including Christmas, and compare them with how they celebrate special times 	Similarities & Differences		 To know the story of Pocahontas and comment on events i To know some stories from different cultures and compare been told and know well Understand the past through settings, characters and even in class and storytelling Compare and contrast characters from stories including figure

ils will start to analyse their work 5. Historical language relating to the	
that are significant nationally or	Continuity & Change
ment - Michael Jordan dison to achievement - Malala Yousufzai Valt Disney g respect - Mother Teresa	Historical Vocabulary
ovides contrasts with British history ng different periods of time ence events to understand evidence timeline roups have influences their locality,	Chronology Chronology Cause & Consequence
g skills by locating Egypt on a globe / ation to the Equator and Tropics of day Egypt with that of Ancient Egypt. aces in Ancient Egypt, particularly reasons why she became queen were loyal to her and then, re destroyed. Pupils will write a nclusions drawn.	Similarities & Differences

s in her life re with stories that they have

ents encountered in books read

figures from the past



Perspectives & Interpretation

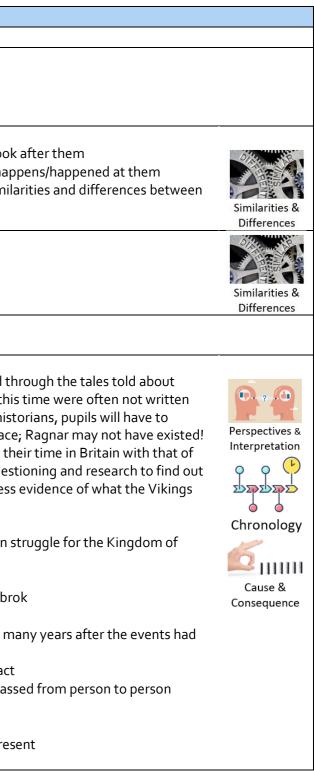
Puffins 1	 Use different sources of information to find out about the past Using episodes from stories about the past, identify the difference between past and present Make a personal link to the past by exploring artefacts and images Explore places and investigate artefacts 	Similarities & Differences	 Powhatan People Pupils will explore the story of Pocahontas, her relationship with E building of trust between them and her tribe, the Powhatan. Pupils aware that some aspects of her story have been embellished or material exciting. They will look at artefacts to compare how the Powhatan colonialists lived and learn about the actions taken by Pocahontas understand one another. Concepts NC - Pupils should be taught about the lives of significant individuation contributed to national and international achievements To know and be able to retell the life story of Pocahontas To understand the contribution made to cross-cultural relation To understand what makes Pocahontas an inspirational historical and store and the store as a store and the store as a store
Choughs 2		Continuity & Change	
Choughs 3 Choughs 4	That's All Folks- 'Film and Animation' Pupils will learn that animation is a process that has developed and changed greatly over time. They will explore the concept of the moving image through making flipbook animations and Zoetropes. They will learn about famous animated characters such as Mickey Mouse and Wallace and Gromit before using computer animation software to create their own modern animations.	Continuity & Change	 Lindow Man- 'The Story of Prehistoric Man' In this unit, pupils will explore the changes and developments that millennia in Ancient Britain. They will use vocabulary relating to sp Iron Age) to categorise development and societal change during th that we can make claims about the lives people led in ancient time behind. Pupils will also learn about key people from history and ho present day. Concepts NC - Pupils should be taught about changes in Britain from the Store To know when the Stone Age, Bronze Age and Iron Age took per etc.) To know who the Celts were, in particular, Boudicca To know how the people living during these three periods of the To understand how evidence from the past is used to make his To understand the way in which the past impacts on the present
Razorbills 5 Razorbills 6	 Come Fly With Me- America Using a podcast, pupils will listen to the story of how America was discovered and re-tell it in their own words. They will then explore in more depth the impact that European discovery and settlement had on Native American tribes. Pupils will be expected to carry out their own research on a chosen tribe, and then produce a short drama piece on daily life. Concepts NC - Pupils should be taught about a non-European society that provides contrasts with British history B. To learn about the discovery of America C. To know about the Native Americans 	Similarities & Differences Cause & Consequence	 Wars of the World- 'Wars, Past and Present' This unit studies war in a much wider context. Pupils will explore the analysing the reasons for the conflict in Gaza. Pupils will develop the out more about either WWI or WWII and presenting their findings: opportunity to question each other's findings. They will learn the to that conflict does not just occur between two or more countries. A discuss the consequences of war and the concept of pacifism in preproblems in other ways. Pupils will also recognise that war is not just there are conflicts still occurring across the globe today. Concepts NC - Pupils should be taught a study of an aspect or theme in Britis chronological knowledge beyond 1066 Legacy

nglish colonialists and the D. s will learn about her life but be ade up to make her story more Perspectives & tribe and the English Interpretation to help the two groups Cause & als in the past who have Consequence nships ical figure Similarities & Differences Historical Vocabulary took place over several pecific eras (Stone, Bronze and Continuity & hese eras. They will recognise Change es because of evidence left w their actions still impact our ... Historical one Age to the Iron Age Vocabulary place riods (Stonehenge, Skara Brae 🙋 111111 Cause & Consequence ime influenced the locality storical claims P Q \bigcirc 6 0 Chronology he causes of war, including heir research skills by finding to their peers, with Cause & erm 'civil war', recognising Consequence s well as the causes, pupils will eventing conflict and resolving ુ⊘ ust a historic concept but that Continuity & Change sh history that extends pupils'

	A. To know and understand why wars occur
	B. To learn about the two world wars and understand their impact
	C. To understand what a civil war is and have some knowledge of f
	D. To know where current wars are taking place
	To learn about pacifism and the concept of peace

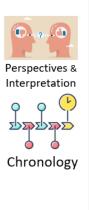
Nursery N1: N2:	Summer 1		Summer 2 N1:
			NI:
N2:			
			N2:
Puffins			What on Earth?
R			To identify old things and recognise what can be done to lool
			• To identify past events and experiences and discuss what hap
			To know who the older people are in their lives and identify simil their childhood and their own
Puffins North, South, E	ast, West		
1			
Choughs			
2 Classic Disture Our Dist	net- 'Scenes from Around the World'		Viking Warrier (Begner Lethbrok)
Choughs 3 Picture Our Pla	iet- Scenes from Around the world		Viking Warrior- 'Ragnar Lothbrok' Pupils will explore some of the oral history of the Viking period the
Choughs			Ragnar Lothbrok. Pupils will discover that stories of events of thi
4			down until much later and therefore may not be accurate. As his
			explore further evidence to be sure that certain events took plac
			Pupils will use chronology to plot Viking invasions and relating the Romans and Anglo-Saxons. Pupils will also begin to use questions are supplied to the second se
			why the Vikings chose to invade Britain. Finally, pupils will assess
Local History S Flora Day	udy		left behind and how they still influence our lives today.
	ay Day traditions across Great Britain	(TT)	Concepts
	ons of parents/ grandparents/ community	Conserved and	NC - Pupils should be taught about the Viking and Anglo-Saxon s
		Continuity &	England to the time of Edward the Confessor
		Change	 To know and be able to retell the life story of Ragnar Lothbr
			• To know the chronology of invaders and settlers in Britain
			To understand that Viking sagas were often written down m
			possibly
			 happened and, therefore may contain more fiction than fact To understand that evidence from the Viking period was pas
			 rounderstand that evidence from the viking period was pas verbally, leading to inaccuracies and omissions
			 To understand why the Vikings invaded Britain
			• To understand the way in which the past impacts on the pres





Razorbills 5 Razorbills	Full of Beans- 'Energy'	0 0 (British Bulldog- 'The Story of Winston Churchill' In this unit, pupils will begin by finding out why Winston Church well-known Prime Minister and why his image is still used in po
6	Local History Study Cornwall's Mining Heritage	Chronology Continuity & Change	 listen to and study some of his famous speeches during World these speeches were so important to the morale of the British fighting. Pupils will investigate the reasons why Winston Church figure in British cultures due to some of the views that he held. Churchill was an accomplished painter and will study some of h artwork of their own in a similar style. Concepts To know who Winston Churchill was and why he is an import to know and be able to retell the life story of Winston Churchill politician and military leader To know that as well as a politician, Winston Churchill was To know that his views can now be seen as controversial To understand that, when exploring controversial views, we m before drawing conclusions

rchill is regarded as the UK's most popular cultural today. They will Id War 2 and discuss how and why sh people both at home and away urchill is now seen as a controversial Id. Additionally, pupils will learn that of his works in order to produce some



portant figure nurchill hill were, both as a very capable

ositive and negative effects as an accomplished painter

must look at a wide range of sources