



LONG TERM PLANNING

History

Purpose of Study

At The Radstone we encourage a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History in the Early Years

In Reception children will begin to develop their historical understanding through a variety of planned and independent play based tasks. The EYFS aims for the children to develop the following:

- talk about past and present events in their own lives and in the lives of family members.
- know that other children don't always enjoy the same things, and are sensitive to this.
- know about similarities and differences between themselves and others, and among families, communities and traditions.
- use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Aims of the History national curriculum

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study



EYFS Overview

In the EYFS the children will explore historical understanding through everyday exposure to a variety of different tasks, resources and direct teaching, for example, daily timetable cards involving time sequencing, family pictures and stages of life images. This will be accompanied by specific topics coverage which includes; 'Old and New' where the children explore contrasts between past and present toys and vehicles, 'Celebrations' where children are encouraged to recall events in their past, such as birthdays and christenings and 'Grandparents Day' where the children learn songs, cookery and games from the past and invite older relatives into share these with.

Key stage 1 overview

Key stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stages 2 and 3.

	Autumn	Spring	Summer
Year 1	Changes within Living Memory	Toys from the Past	Specific Individual (Neil Armstrong)
Year 2	The Great Fire of London	Local Industries (Shoes and Boots)	Castles/The Royal Family

Historian skills

During Years 1 and 2 pupils will be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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]
- significant historical events, people and places in their own locality.



Year 1

These are the outcomes expected for each topic in Year 1:

Changes in Living Memory

- Recognise changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life

Toys from the Past

- Have knowledge of significant historical events, people and places in their own locality.
- Use parts of stories and other sources to show that they know and understand key features of events

Specific Individual (Neil Armstrong)

- Know about 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.

Year 2

These are the outcomes expected for each topic in Year 2:

Great Fire of London

- Know about events beyond living memory that are significant nationally or globally
- Recognise changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Understand some of the ways in which people find out about the past and identify different ways in which it is represented
- Know where people and events fit within a chronological framework

Local Industries (Shoes and Boots)

- Know about significant historical events, people and places in their own locality
- Recognise changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life

Castles/The Royal Family (Elizabeth I and Queen Victoria)

- Know about 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
- Have knowledge of significant historical events, people and places
- Know where people and events fit within a chronological framework

Lower Key Stage 2 Overview

At The Radstone pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

	Autumn	Spring	Summer
Year 3	Stone Age to Iron Age	Romans	Anglo-Saxons
Year 4	The Vikings	The Mayans	The Tudors



Year 3

These are the outcomes expected for each topic in Year 3:

Stone Age to Iron Age

(A study of the changes in Britain from the Stone Age to the Iron Age)

- Understand the changes in Britain from The Early to Late Stone Age (how hunter-gatherers became early farmers)
- Recognise how life changed throughout The Bronze Age (focus on the Beaker People)
- Understand the developments made in The Iron Age - hill forts, tribal kingdoms/The Celts (Boudicca), farming, art and culture

Romans

(A study of the Roman Empire and its impact on Britain, including Julius Caesar's attempted invasion in 55-54 BC)

- Know about the Roman Empire and the power of its army
- Know about the successful invasion by Claudius and Hadrian's Wall
- Understand the 'Romanisation' of Britain and the impact this had on technology, culture and beliefs, including early Christianity

Anglo-Saxons

- Understand why the Romans withdrew from Britain in c. AD 410 and the fall of the western Roman Empire
- Understand about the Scots invasions from Ireland to north Britain (now Scotland)
- Have knowledge of Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Know about Anglo-Saxon art, culture and religion

Year 4

These are the outcomes expected for each topic in Year 4:

The Vikings

(A study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)

- Know about Viking raids and invasion
- Understand the resistance by Alfred the Great and Athelstan, first king of England
- Know about Anglo-Saxon laws and justice
- Know about Edward the Confessor and his death in 1066

The Mayans

- Understand about a non-European society that provides contrasts with British history – a study of **Mayan civilization**

The Tudors

- Know about the changing power of monarchs using case studies such as John, Anne and Victoria
- Recognise changes in an aspect of social history, such as crime and punishment.