



Small School. Big Hearts. Big Ambitions

I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. Philippians 1:9

History Long Term Plan

History should be more than remembering events and the dates that they took place. Although this knowledge is important to history, it is 'why' things happened that must be investigated, and how these historical events impact on our lives today.

By studying history, children come to understand their place in the world and in the long story of human development. We aim to challenge our children and turn them into historical 'detectives' who are curious about the past developing skills such as perseverance and resilience to find answers to historical questions.

Children will gain a sense of chronology, and through this they will develop a sense of identity and a cultural understanding based on their historical heritage.

In order to achieve this, children investigate these past people and events through the use of enquiry, comparison, analysis and interpretation and to use a range of high quality resources and artefacts to support this. We aim to provide an enriching learning experience that enables children to come to their own conclusions through the evaluation of a variety of sources.

Every aspect of our lives is affected by what has gone before. By having a clear, rounded grasp of history not only enables our children to know where we have been, but perhaps more importantly, where we are going.

	Autumn term	Spring term	Summer term
R/1/2 A	The history of toys. KQ: How have toys changed over time?	The Great Fire of London? KQ: What is the Great Fire of London?	The history of transport? KQ: How has transport changed over time?
R/1/2 B	Mary Anning. KQ: Who is Mary Anning and why is she remembered?	Monarchs and castles. KQ: What is a monarch? What are the key features of a castle and why were they important?	History of farming. KQ: How has farming changed over time?
3/4/5/6 A	History: Changes in Britain from Stone Age to Iron Age. KQ: How did Britain change from the Stone age to the Iron age? Geography: North America	Double History: The Roman empire and its impact on Britain. KQ: How did the Romans impact Britain?	Double Geography: Volcanoes and Earthquakes World Trade
3/4/5/6 B	History: Ancient civilisations- Egyptians KQ: What was Ancient Egypt like and what is a Pharaoh?	History: Ancient civilisations- Ancient Greece	History: Ancient civilisations- Mayans KQ: Who were the Ancient Mayans and why do we study them?

	Geography: Rivers	KQ: Can we thank the Ancient Greeks for anything in our lives today? Geography: European study Greece	Geography: Rainforests
3/4/5/6 C	Double History: Anglo Saxons and Scots KQ? Why did the Anglo-Saxons invade Britain? Anglo Saxons and Vikings KQ- Who won what in the struggle for Britain?	Double Geography: South America, Climate Zones	Local Study KQ: What are the wonders of Dry Drayton and what are their history? Geography: Human and physical features of the local area
3/4/5/6 D	History: Victorians KQ: What was childhood like in Victorian times? Geography: United Kingdom	Double History: WW2 KQ: How was it a turning point?	Double Geography: Mountains, Food and farming