



**Curriculum Long Term Plan**  
History

	Autumn	Spring	Summer
<b>Nursery</b>	<p>Exploring loud and quiet sounds</p> <p><b>Key End Points:</b></p> <ul style="list-style-type: none"> <li>to know their own name and distinguish their own photograph from others', to know how old they are and say what they like/don't like.</li> </ul>	<p>Changes we see</p> <p><b>Key End Points:</b></p> <ul style="list-style-type: none"> <li>talk about the differences between materials, objects, living things and familiar people</li> <li>show an interest in different occupations.</li> <li>to describe some of their own physical features eg hair and skin colour.</li> <li>continue developing positive attitudes about the differences between people.</li> </ul>	<p>Dinosaurs &amp; Fossils</p> <p><b>Key End Points:</b></p> <ul style="list-style-type: none"> <li>begin to make sense of their own life-story and family make up eg who is the oldest.</li> </ul>
<b>Reception</b>	<p>Humans, Sound, Seasonal Changes</p> <p><b>Key End Points:</b></p> <ul style="list-style-type: none"> <li>talk about members of their immediate family and community</li> <li>name and describe people who are familiar to them.</li> </ul>	<p>Earth &amp; Space, Materials, Seasonal Changes, Plants</p> <p><b>Key End Points:</b></p> <ul style="list-style-type: none"> <li>compare and contrast characters from stories, including figures from the past.</li> </ul>	<p>Animals, living things, Seasonal Changes</p> <p>Revisiting historical concepts from Autumn and Spring terms.</p>

	<ul style="list-style-type: none"> <li>comment on images of familiar situations in the past.</li> </ul>		
<b>Year 1</b>	<p><b>Autumn</b>  <b>How am I making history?</b> (6 lessons)  Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p> <p><b>Key End Points:</b></p> <ul style="list-style-type: none"> <li>Order three photographs correctly on a simple timeline.</li> <li>Use the terms ‘before’ and ‘after’ when discussing their timelines.</li> <li>Talk about three memories and place one of them on a timeline.</li> <li>Explain why memories are special and name four events that they celebrate throughout the year.</li> <li>Think of three ways they celebrate their birthday.</li> <li>Ask a visitor one question about childhood in the past.</li> <li>Know a similarity and a difference between childhood now and in the past.</li> </ul>	<p><b>Spring</b>  <b>How have toys changed?</b> (6 lessons)  Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and ‘interview’ an old teddy bear before considering what toys may be like in the future.</p> <p><b>Key End Points:</b></p> <ul style="list-style-type: none"> <li>Discuss their favourite toy using language related to the past.</li> <li>Ask questions about toys in the past.</li> <li>Make comparisons between toys in the past and present.</li> <li>Sequence artefacts from different periods of time.</li> <li>Identify changes between teddy bears today and those from 100 years ago.</li> <li>Describe how toys have changed over time.</li> </ul>	<p><b>Summer</b>  <b>How have explorers changed the world?</b> (6 lessons)  Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.</p> <p><b>Key End Points:</b></p> <ul style="list-style-type: none"> <li>Explain what explorers do</li> <li>Name equipment or transport an explorer would need.</li> <li>Sequence four photographs from different periods of time.</li> <li>Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).</li> <li>Identify where they travelled and write a sentence about the achievements of one explorer.</li> </ul>

	<ul style="list-style-type: none"> <li>• Add three ideas to a time capsule about themselves.</li> <li>• Use key vocabulary to compare the present, the past and possible changes in the future.</li> </ul>		<ul style="list-style-type: none"> <li>• Select the most important events in a historical story.</li> <li>• Sequence events on a timeline and use this to retell the story.</li> <li>• Describe what they can see in a photograph.</li> <li>• Make inferences about what a person in an image could be saying and ask questions to further their understanding.</li> <li>• Recall information about past and presentation exploration.</li> <li>• Understand events in relation to the present day and compare how exploration has changed over time.</li> <li>• Describe how an explorer is significant and how they impacted events or people's ideas.</li> <li>• Present significant people using a coat of arms.</li> </ul>
<b>Year 2</b>	<p><u>Autumn</u>  <b>How was school different in the past?</b> (6 lessons)          Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to</p>	<p><u>Spring</u>  <b>How did we learn to fly?</b> (6 lessons)          Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on</p>	<p><u>Summer</u>  <b>What is a monarch?</b> (6 lessons)          Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different</p>

	<p>recognise some continuity between their lives and the past.</p> <p><b>Key End Points:</b></p> <ul style="list-style-type: none"> <li>• Correctly order and date four photographs on a timeline and add some dates.</li> <li>• Ask one question about schools in the past.</li> <li>• Make one comparison between schools in the past and present.</li> <li>• Use sources to research and develop an understanding of what schools were like 100 years ago.</li> <li>• Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.</li> <li>• Recognise two similarities and two differences between schools now and schools in the past.</li> <li>• State whether they would have preferred to go to school in the past or not and explain why.</li> </ul>	<p>a timeline. Learning about the individuals who contributed to the history of flight.</p> <p><b>Key End Points:</b></p> <ul style="list-style-type: none"> <li>• Identify important events surrounding the history of flight.</li> <li>• Explain how a significant event has changed the lives of others.</li> <li>• Ask questions about people and events in the past.</li> <li>• Use primary sources to find out about people and events in the past.</li> <li>• Correctly order five events on a timeline.</li> </ul>	<p>types of castles and consider how these evolved over time.</p> <p><b>Key End Points:</b></p> <ul style="list-style-type: none"> <li>• Recall that a monarch is a king or queen.</li> <li>• Explain that recent monarchs in the UK do not have the power to make decisions alone.</li> <li>• Identify some of the monarch's roles.</li> <li>• Explain that a king or queen is crowned in a special ceremony called a coronation.</li> <li>• Name some of the main steps in the coronation ceremony.</li> <li>• Explain the use of special objects in the coronation.</li> <li>• Use sources to explain how William the Conqueror became King of England.</li> <li>• Know that monarchs in the past had all the power to make decisions.</li> <li>• Explain how William the Conqueror kept order and conquered England.</li> <li>• Identify the two different types of castle built by the Normans.</li> </ul>
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