Farsley Springbank Primary School
History Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	*Link to RE:* Where do we live and who lives there? *Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, NF texts and maps.*		How have I changed? **NC link:** -Changes within living memory. -Local history.	*Link to Science:* Life cycles *Explore the natural world around them making observations and drawing pictures of animals and plants*	How have toys changed? **NC link:** -Changes within living memory. -Old and new objects.	
	As a key part of EYFS is following the children's interests the following ideas may be included during the year in order to increase geographical and historical awareness					
Year 1	What was life like when grandparents were children? **NC link:** -Similarity and difference. -Changes within living memory. Life in the 1960s.		Who were history's greatest explorers? **NC link:** -Significant figures and events. -Changes over time. Significant explorers: Ibn Battuta, Christopher Columbus, James Cook, Captain Scott, Helen Sharman -Changes in transportation over time. - Focus on chronology and using a range of primary sources		Did the great fire of London make Britain a better or worse place? **NC link:** -Significant events beyond living memory. -Significant figures. -Cause and consequence. - Stuart Britain -Great fire of London	
Year 2	What are the significant events in the story of flight? *(history and geography spilt unit)* **NC link:** -Cause and consequence. -Chronology. -Significant events in living memory. -Local history. The history of flight. The Wright Brothers and Amy Johnson.		Who had the greatest impact: Nightingale, Seacole or Spindler? **NC link:** -Significant figures. -Local history. -Changes within living memory. Compare and contrast the lives of Florence Nightingale, Mary Seacole and Nellie Spindler.			How have seaside holidays changed over time? *(history and geography spilt unit)* **NC link:** -Local history How the concept of holidays has changed over time. *UK Locational Knowledge - name, locate and identify characteristics of the four countries of the UK, surrounding seas, British seasides and islands.*

						Human and physical geography - use basic geographical vocabulary to refer to key physical and human features of coastal regions of the UK.

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Year 3	How do we know what life was like from the Stone Age to the Iron Age? **NC link:** -Changes in Britain from Stone Age to Iron Age. -Chronology. -Source work. -Enquiry and interpretation.		How much did the Ancient Egyptians achieve? **NC link:** -Achievements of early civilisations. -Cause and effect.			
Year 4	**What were the greatest achievements of the Ancient Greeks?** ***NC link:*** *-Study of Greek lives and achievements.* *-Achievements of early civilisations.* *The Ancient Greek civilisation.* *Archaeology.*				**What was the impact of the Roman invasion on Britain?** ***NC link:*** *-Roman Empire and impact on Britain.* *-Fall of the Roman Western Empire.* *Archaeology* *The invasion attempts by the Roman Empire: the two unsuccessful ones and the successful one.* *Co-operation Vs resistance.* *Life in Roman Britain.*	
Year 5			Why did the Anglo-Saxons want to invade Britain? *(small geography unit)* *UK Locational Knowledge* How did the Vikings change Britain? (small geography unit) *UK locational knowledge – locate counties and cities of the UK.*		Maya ***NC link:*** *-Non-European society which contrasts with Britain.*	
Year 6	**How did the World Wars impact Yorkshire?** ***NC link:*** *-Post 1066 study in depth.*		- **Were criminals dealt with fairly in the past?** - Crime and Punishment			

	-Significant turning point in history. *Impact of the Treaty of Versailles.* *Battle of Britain.* *Kindertransport.* *Life during the war.* *The end of the war.*	- ***NC link:*** - *-Post 1066 study in depth.* - *-Changes in an aspect of social history such as crime and punishment from the Anglo-Saxons to the present.*	