

# History

## Long Term Planning



Upper  
Wharfedale  
Primary  
Federation



# Long Term Planning

EYFS

Understanding the World involves supporting children to make sense of their own physical world and local community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them. By making sense of their own world they will begin to make connections from the present to the past’. Throughout the year the children’s understanding of the world will be supported through adult led activities, spontaneous play and meaningful experiences by visiting our local church, the village- focusing on significant monuments/buildings within our locality. As well as meeting significant people from our community and beyond. For example vicar, grandparents/great grandparents and ‘long standing’ members of the community.

The children will be presented with pictures, stories, artefacts and accounts from the past. They will be taught to look at and comment on similarities and differences. Enriching and widening children’s understanding and exposure to specific vocabulary will later support reading comprehension.

We will capture the children’s learning using Tapestry, individual investigation books, photographs and our spontaneous learning sheet **EYFS Key vocabulary**

**Use key vocabulary to demonstrate knowledge and understanding.**

Change, similar, same, different, old, new, past, present.

Pre School	Reception	ELG
Pre-school <b>UTW</b> : Begin to make sense of their own life-story and family’s history.	Reception <b>UTW</b> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	<b>ELG UTW</b> : Past and Present <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

## KS1 Two Year Cycle

Cycle	Spring 1	Spring 2	Summer 2	
A 2024-25	<b>Skipton under attack</b>  Significant historical places Children to look at castles and why they were built and explore where they were built – defences	<b>The great fire of London</b>  Significant events – children will learn about the events of the great fire of London  <b>Significant people</b> <b>Samuel Pepys</b>	<b>Significant People</b> <b>Rosa Parks</b>	
B 2025-26	<b>Significant events</b>  Sinking of the titanic	<b>Significant People and events in living memory</b>    Moon landing and Neil Armstrong	<b>History: within living memory</b> Oh, haven't you changed! Seaside Focus  Non-Fiction: Writing questions for adults of different ages regarding transport, school,	<b>Mixed humanities unit: Significant people – historical enquiry</b> The children will study famous si as a significant person/event  Oceans and continents Compass points

			clothes, toys, holidays, technology. Interviews- timelining findings	Human and Physical
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## Key stage Two Four Year cycle

Cycle	Spring 1	Spring 2	Summer 2
<b>A</b> 2024-25	<p><b>Black and British</b></p> <p>Describe events and periods using words: BC, AD, decade, century and ancient</p> <p>Create a timeline and events they have learned about.</p> <p>Use a variety of sources of evidence to answer questions about the past</p> <p>Understand what life was like for ethnic minorities through British History</p>	<p><b>A local history study</b></p> <p>The children will study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p><b>Ancient Egypt</b></p> <p>The children will learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.</p>
<b>B</b> 2025-26	<p><b>The Roman Empire and its impact on Britain</b></p> <p>Children will learn about Julius Caesar’s attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army</p> <p>successful invasion by Claudius and conquest, including Hadrian’s Wall</p> <p>British resistance, for example, Boudica</p> <p>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>		<p><b>Ancient Greece</b></p> <p>Children will study Greek life and achievements and their influence on the western world – Children will study the Olympic games in ancient times and how in impacted the modern games</p>
<b>C</b> 2026-27	<p><b>Mayan Civilisation (Non-European Civilisation)</b></p> <p>Order an increasing number of significant events and movements and dates on a timeline using dates accurately.</p> <p>Understand how historical periods occurred concurrently in different locations.</p> <p>Understand how to use documents and artefacts as evidence, and their inherent limitations.</p> <p>Know about the achievements of the earliest civilisations (Mayans) and their lasting impact on the world today focusing on connections, contrasts and significance.</p> <p>Know about types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		<p><b>Crime and Punishment</b></p> <p>A study of an aspect of British history-changes in an aspect of social history</p>
<b>D</b> 2027-28	<p><b>Anglo-Saxons - What was Saxon Society Like? Does Alfred deserve to be known as “The Great”?</b></p> <p>Describe events and periods using words: BC, AD, decade, century and ancient</p> <p>Create a timeline and events they have learned about.</p> <p>Use a variety of sources of evidence to answer questions about the past</p> <p>Know about Anglo –Saxon invasions, settlements and kingdoms.</p> <p>Know about Christian conversion – Canterbury, Iona and Lindisfarne.</p> <p>Local link: Tor Dyke above Kettlewell. Coverdale.</p>	<p><b>Vikings - Were the Vikings Always Vicious?</b></p> <p>Vikings raids and invasion.</p> <p>Study the Vikings focusing on their colonisation of England, as well as first king of England.</p> <p>Further Viking invasions and Danegeld.</p> <p>Viking laws and justice.</p>	<p><b>Changes in Britain from the Stone age to the Iron Age</b></p>