



John Emmerson Batty Primary School
Long Term Plan/Scheme of Work

History (Year A)

Skills and
Processes
KS1
KS2

1	To develop an awareness of the past using common words and phrases relating to the passing of time.
2	To know where the people and events they study fit within a chronological framework.
3	To identify similarities and differences between ways of life in different periods.
4	To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
5	To understand some of the ways in which we find out about the past and identify different ways in which it is represented.
6	To develop chronologically secure knowledge and understanding of British, local and world history.
7	To regularly address and sometimes devise historically valid questions about change, cause, similarity and differences, and significance.
8	To understand how our knowledge of the past is constructed from a range of sources.
9	To note connections, contrasts, and trends over time and develop the appropriate use of historical terms.

Skills & Processes involved - Indicated by **term** or **C** for continuous

Year	Term 1	Term 2	Term 3	1	2	3	4	5	6	7	8	9
Nursery	<ul style="list-style-type: none"> To ask how and why questions. Children will talk about past and present events in their own lives and in the lives of family members. 											
UFS	<ul style="list-style-type: none"> To sequence events. To understand change. To talk about old and new. To understand traditions. 											
1	The Gunpowder Plot Historical events, nationally significant events beyond living memory, describe events and people	The Victorians Life is different to the past, how artefacts are used, similarities and differences, continuity and change, a person who has contributed to national achievements, significant individuals	A Significant Famous Person Life of a famous person from the past, infer from pictures/images, everyday lives of people in the past, recount events from the past.	C	C	C	C	C				
2	Remembrance Day Events beyond living memory that are nationally/globally significant (commemorated through festivals or anniversaries) compare then and now, lives of men, women and children drawn from the history of Britain and the wider world	(Geography Themed Term)	The Great Fire of London Events beyond living memory that are nationally significant, compare then and now, lives of men, women and children drawn from the history of Britain	C	C	C	C	C				
3/4	Ancient Egypt Timeline, hierarchy, diversity, features of periods, eras and society, diversity, hieroglyphics, numbers, artefacts, daily life, after death, famous archaeologists and Pharaohs	Vikings Chronology of the raids, why monasteries were invaded, King Alfred and his impact, Viking way of life, jobs, homes, writing (illuminated lettering), religion, myths and legends	(Geography Themed Term)						T1 T2	T1 T2	T1 T2	T1 T2
5/6	Victorian Industrial Revolution and Victorian Childhood Queen Victoria and Victorian era, relationship with other periods in time, infer from portraits, compare and contrast sources, building of the railway, transport, industry, compare and contrast lives of poor and rich Victorian children, individuals who changed aspects of society	Mayans Mayan civilisation and contrasts with British history, place in chronology of time, how it was discovered, similarities and differences between Gods/beliefs and those of modern religions, how the civilisation was organised: clothes, homes, food, jobs, hierarchy	Anglo Saxons Understand continuity and change, concepts of settlements, Anglo Saxon settlers and the history of these islands as a coherent, chronological narrative, how Britain has been influenced by the wider world, invasions, impact upon history, oral traditions for storytelling, runic alphabet						C	C	C	T2 T3



John Emmerson Batty Primary School
Long Term Plan/Scheme of Work

History (Year B)

Skills and
Processes
KS1
KS2

1	To develop an awareness of the past using common words and phrases relating to the passing of time.
2	To know where the people and events they study fit within a chronological framework.
3	To identify similarities and differences between ways of life in different periods.
4	To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
5	To understand some of the ways in which we find out about the past and identify different ways in which it is represented.
6	To develop chronologically secure knowledge and understanding of British, local and world history.
7	To regularly address and sometimes devise historically valid questions about change, cause, similarity and differences, and significance.
8	To understand how our knowledge of the past is constructed from a range of sources.
9	To note connections, contrasts, and trends over time and develop the appropriate use of historical terms.

Skills & Processes involved - Indicated by **term** or **C** for continuous

Year	Term 1	Term 2	Term 3	1	2	3	4	5	6	7	8	9
Nursery	<ul style="list-style-type: none"> To ask how and why questions. Children will talk about past and present events in their own lives and in the lives of family members. To sequence events. To understand change. To talk about old and new. To understand traditions. 											
UFS												
1	The Gunpowder Plot Historical events, nationally significant events beyond living memory, describe events and people	The Victorians Life is different to the past, how artefacts are used, similarities and differences, continuity and change, a person who has contributed to national achievements, significant individuals	A Significant Famous Person Life of a famous person from the past, infer from pictures/images, everyday lives of people in the past, recount events from the past.	C	C	C	C	C				
2	Remembrance Day Events beyond living memory that are nationally/globally significant (commemorated through festivals or anniversaries) compare then and now, lives of men, women and children drawn from the history of Britain and the wider world	(Geography Themed Term)	The Great Fire of London Events beyond living memory that are nationally significant, compare then and now, lives of men, women and children drawn from the history of Britain	C	C	C	C	C				
3/4	Stone Age What daily life was like in the early Stone Age- compare focusing on similarities and differences, Stone Age food/diets - what they would forage and the dangers involved, explore why hunting was important, observe how Stone Age people may have communicated, understand how we know what animals are like from the past, how tools and weapons were created, Stone Henge and what it may have been used for, how life changed/ developed for Stone Age people	Romans Select/record information about Celtic and Roman ways of life, observe distinct characteristics of a Roman soldier, Roman battle formations- their effectiveness, Boudicca and her life- the main events of her revolt - the reasons as well as the consequences, Foods from the past, explore different types of pottery used in the Roman era (maybe look at mosaics too), way Romans communicated	Contrasting Locations - London/Redcar That an area may contain old and new buildings and has changed at different times in the past, Sequence maps in chronological order and use maps to help describe some of the characteristic features of the past, Question pictures as interpretations of the past, That historical accounts are often influenced by public opinion, Put findings into chronological context						C	C	C	C
5/6	Ancient Greece Understand civilisation, before Christ (BC), infer from images of buildings, religion, the gods and how they helped Greeks explain life around them, Greek navy/army, connections between past and modern day, Marathon, Athens and Sparta, Olympic Games, theatre, plays, sources	(Geography Themed Topic)	Post Britain - since 1945 - Cultural Change Life pre-1945, changes since, appropriateness of sources, place in modern chronology, industry, technology, homes, childhood, health, music, art, transport, impact of developments, on modern life, significant people who have made impact since 1945 in a variety of areas, family member study						T1 T3	T1 T3	T1 T3	T1 T3