

Haslingfield Endowed Primary School- Medium term plan



Subject- History

| <u>Cycle 1</u> | | | |
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| <u>Class</u> | <u>Autumn</u> | <u>Spring</u> | <u>Summer</u> |
| <u>EYFS</u> | <ul style="list-style-type: none"> * Shows interest in the lives of people who are familiar to them. * Remembers and talks about significant events in their own experience. * Recognises and describes special times or events for family or friends. | <ul style="list-style-type: none"> * Enjoys joining in with family customs and routines. | <ul style="list-style-type: none"> * Talks about past and present events in their own lives and in the lives of family members. |
| <u>Year 1</u> | <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Neil Armstrong, Tim Peake</p> | | <p>Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places in their own locality</p> <p>History of the seaside- Punch and Judy shows.</p> |

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| | | | <i>Differences and similarities of the seaside today and in the past. Speak to grandparents and parents about their experiences of the seaside.</i> |
| <i>Year 2</i> | <i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i> <i>Neil Armstrong, Tim Peake</i> | | <i>Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life.</i> <i>Significant historical events, people and places in their own locality</i> <i>History of the seaside- Punch and Judy shows. Differences and similarities of the seaside today and in the past. Speak to grandparents and parents about their experiences of the seaside.</i> |
| <i>Year 3</i> | <i>Stone Age to Iron Age</i> <i>Children need to know</i> | <i>The Romans in Britain</i> | |



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| | <ul style="list-style-type: none">• <i>Changes in Britain from the Stone Age to the Iron Age</i> <i>Children should have covered</i>• <i>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i>• <i>Bronze Age religion,</i>• <i>technology and travel, for example, Stonehenge</i>• <i>Iron Age hill forts: tribal kingdoms, farming, art and culture.</i> | <p><i>The Roman Empire and its impact on Britain</i></p> <ul style="list-style-type: none">• <i>British resistance, for example, Boudica</i>• <i>Romanisation' of Britain: sites such as Caerwent</i>• <i>impact of technology, culture and beliefs, including early Christianity</i> <p><i>The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></p> <ul style="list-style-type: none">• <i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i> | |
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| <u>Year 4</u> | <p style="text-align: center;"><u>Fashion Through the Ages</u></p> <p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> | <p style="text-align: center;"><u>Race for Space</u></p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> | |
| <u>Year 5</u> | <p style="text-align: center;"><u>Crime and Punishment</u></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to</p> | <p style="text-align: center;"><u>The Shang Dynasty</u></p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient</p> | |

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| | <i>the present or leisure and entertainment in the 20th Century.</i> | <i>Egypt; The Shang Dynasty of Ancient China</i> | |
| <u>Year 6</u> | <p><u>World War II</u></p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><i>A significant turning point in British history, for example, the first railways or the Battle of Britain</i></p> <p><u>A Local Study</u></p> <p><i>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></p> <p><i>Duxford/ Stibbington</i></p> | <p><u>The Victorians</u></p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><i>the changing power of monarchs using case studies such as John, Anne and Victoria</i></p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><i>A significant turning point in British history, for example, the first railways</i></p> | |



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| Cycle 2 | | | |
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| <u>Class</u> | <u>Autumn</u> | <u>Spring</u> | <u>Summer</u> |
| <u>EYFS</u> | | | |
| <u>Year 1</u> | <p><u>The Great Fire of London</u></p> <p>Events beyond living memory that are significant nationally or globally for example, the Great Fire of London,</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods, for example,</p> | | <p><u>Castles</u></p> <p>Identify similarities and differences between ways of life in different periods.</p> |

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| | Mary Seacole and Florence Nightingale. | | |
| <u>Year 2</u> | <p><u>The Great Fire of London</u> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Mary Seacole and/or Florence Nightingale]</p> | | <p><u>Castles</u> Identify similarities and differences between ways of life in different periods.</p> |

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| <u>Year 3</u> | <u>Anglo Saxons</u> Britain's settlement by Anglo Saxons and Scots Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture | <u>Ancient Egypt</u> The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China | |
| <u>Year 4</u> | <u>Life in Tudor Times</u> A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 The changing power of monarchs using case studies, The Tudor Monarchs | <u>Ancient Greece</u> Ancient Greece - a study of Greek life and achievements and their influence on the western world | |



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| | <p><i>A local history study</i> <i>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></p> <p><i>Queen Elizabeth's I's progress and visit to Hastingfield</i></p> | <p><i>The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></p> | |
| <u>Year 5</u> | <u>Crime and Punishment</u> | <u>The Shang Dynasty</u> | |
| | <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><i>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and</i></p> | <p><i>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i></p> | |

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| | entertainment in the 20 th Century | | |
| <u>Year 6</u> | <p><u>World War I</u></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A significant turning point in British history, for example, the first railways or the Battle of the Somme</p> <p><u>A Local Study</u></p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> | <p><u>Invaders and Settlers</u></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Viking raids and invasion</p> | |

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| | <i>Great war stories and the role East Anglia played during the First World War</i> | | |
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