



SOUTH HILL PRIMARY SCHOOL
Long Term Planning: History

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	UNDERSTANDING THE WORLD – PAST AND PRESENT					
	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling 					
Year 1	Changes within living memory Houses and Homes in the past. <i>1836 AD - Present</i>	Geography	Events Beyond Living Memory A Victorian School and Toys in the past <i>1836 – 1901 AD</i>	Geography	The Lives of significant individuals Christopher Columbus and Neil Armstrong <i>1451 – 1506 AD</i> <i>1930 – 2012 AD</i>	Geography
Year 2	Geography	Geography	Events Beyond Living Memory The Great Fire of London <i>1666 AD</i>	The lives of significant individuals Florence Nightingale and Mary Seacole <i>1820 – 1910 AD</i> <i>1805 – 1881 AD</i>	Significant Historical Events, people and places in the local environment. South Hill Primary School The Water Gardens <i>1951 AD</i>	Geography
Year 3	Changes in Britain from the Stone Age to Iron Age Skara Brae <i>3200 BC - 2200 BC</i>	Geography	Britain's settlement by Anglo-Saxons and Scots	Geography	A significant time in History The Coronation of Queen Elizabeth II	Geography



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			Settlement and invasion 410BC – 1066AD		1953 AD and the Platinum Jubilee 2022 AD	
Year 4	The Roman Empire and its impact on Britain 753 BC - 476 AD	Geography		Ancient Greece A study of Greek life and achievements and their influence on the Western World		Geography
Year 5	The Vikings and Anglo-Saxons The struggle for the Kingdom of England 410BC – 1066AD	Geography	Achievements of the earliest civilisations Ancient Egypt 3100 BC – 320 BC	Geography	A local history study Rivers and land use over the past 100 years	Geography
Year 6	A study or an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066 World War 2 1939 – 1945 AD	Geography	Geography	Geography	A non-European history that contrasts with British History Mayans 2000 BC – 250AD	

The New Curriculum History: Key stage 1	The New Curriculum History: Key stage 2
<ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.



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| <ul style="list-style-type: none">• They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. | <ul style="list-style-type: none">• They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.• They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.• In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. |
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Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



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Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.