



EYFS and KS1 History Long Term Plan and Rationale

'The more you know about the past, the better prepared you will be for the future.'
Theodore Roosevelt

Early year outcomes in 'Understanding of The World' and 'People and Communities' are prerequisite skills for history in KS1. In EYFS, pupils begin to understand that there was a past which was different from the present day. Pupils will learn that we can look for clues from the past to work out what it was like to live during that period of time. As pupils move into KS1, they continue to develop awareness of the past by using common words and phrases relating to the passing of time. In Year 1, pupils begin to understand how the local area was different in the past before thinking about where key events beyond living memory, such as The Great Fire of London, fit within a chronological framework. When pupils move to Year 2, they continue to develop their chronological understanding by comparing aspects of life in different periods. Pupils start to think about how life was not the same for everyone in the past by using stories and other sources of evidence to answer enquiry questions.

N	All About Me	Nursery Rhymes	
	<p>Taught in autumn 1. It is important that pupils develop their chronological understanding by focusing on themselves first. Pupils will do this by studying images of themselves growing up by sequencing images of themselves as baby, toddler and infant. Pupils will identify what is similar and different about themselves. This unit will prepare pupils to think about the passage of time.</p>	<p>Taught in autumn 2. The study of nursery rhymes will continue to build up the children's understanding of the concept of past and present as well as giving them an opportunity to use vocabulary to describe the past. Children will understand that life must have been different in the past because the nursery rhymes show kettles without plugs, wells for water, etc.</p>	
R	Marvellous Me	Let's Celebrate	Let's Explore (Local)
	<p>Taught in autumn 1. Pupils will develop their chronological understanding by moving on to talking about past and present events in their own lives and in the lives of family members. This topic will allow pupils to use past, present and future forms accurately when talking about events that have happened or are to happen in the future. By studying events that have happened in one or two generations, pupils are beginning to develop the prerequisites that will</p>	<p>Taught in autumn 2. During this half term, pupils study Remembrance Day, Christmas, Bonfire Night and Diwali. Pupils study a number of celebrations throughout the remainder of the year. The topic will allow pupils to revisit similarities and differences by thinking about how different occasions are celebrated. Pupils will continue to think about the past by developing a working time-line display of different celebrations which will grow as the year</p>	<p>Pupils will think about how features have changed in the local area. Pupils go on a local area walk where they visit St Edburgha's Church. Pupils will be shown old photographs of the local area to compare during the visit to give children an understanding of how their community has changed in recent times. Pupils will play 'spot-the-difference' during the walk. This will provide pupils with further opportunity to use language</p>

	be needed later in KS1 when pupils compare aspects of life in different periods of the past.	progresses. The time-line will include photographs of the children celebrating the events along the line. Labels depicting the seasons and/or months will help the children learn more about the vocabulary associated with the passage of time.	associated with the passage of time to explain how the local area has changed.
Y1	Where do I live?	Sparks and flames	The Seaside
	Taught in autumn 1. Merged with the local area geography topic, this short historical study will focus on the history of Old Yardley village. This will build on from the visit in YR as pupils will now look for clues themselves to develop a thorough understanding of what is important about the local area and how it has changed over time. Mrs History will take the pupils on a fieldwork visit where the children will become street detectives.	Taught in autumn 2. The Great Fire of London focuses on cause and consequence. It is taught after the geography study of naming the four countries that make up the United Kingdom so that pupils have an understanding of where London is. The Gunpowder Plot will be taught in the first week of the half term so that pupils understand why Bonfire night is celebrated in the United Kingdom. Pupils will learn that Samuel Pepy's diary is an important source of evidence as it helps us to find out more about life in the past.	Taught in summer 2. Chosen as a topic as it links well with using basic vocabulary to describe seascapes and coasts in geography and will also provide pupils with the opportunity to revisit naming and locating the countries and capital cities of the UK and surrounding seas when pupils look at the location of seascapes. Focuses on looking at the similarities and differences between seaside holidays in the past and present. The topic will study the characteristic features of a Victorian seaside holiday and how holidays have changed during the past 100 years by comparing three periods of time. As this is more advanced than studying then and now, it is better suited to summer 2.
	Black History Month		
	Short study which will be taught in autumn 1. Pupils will study Rosa Parks as a significant individual during this week. The story is accessible to younger students so they will be able to act out the famous bus scene.		
Y2	Black History Month	The Sinking of the Titanic	Castles
	Short study which will be taught in autumn 1. Pupils will learn about Mary Seacole and will make comparisons with Florence Nightingale to compare aspects of life in different periods. In lessons, pupils will consider the important issues of justice, rights and fairness when they think about how the two women should be remembered. There are lots of age appropriate	Taught in autumn 2. The topic provides pupils with the opportunity to revisit the geography study of naming and locating the world's 5 oceans. This topic will allow pupils to revisit the concepts of cause and consequence which they studied in the Great Fire Of London before moving on to provide pupils with the chance to work on diversity when pupils think about passenger experience when answering the	Taught in summer 2. Pupils will study the Battle of Hastings as a significant event and an introduction to the Norman period. When pupils study the Saxons and Vikings in Y5, they will have a good understanding of what happened after the death of Edward the Confessor as the Battle of Hastings marks the end of Saxon rule. This prior knowledge will help the Y5 pupils to understand that the Tudor period does not

	non-fiction books in school that can be used for this topic.	question: What was so special about life on board the Titanic? and was it the same for everyone?	follow on from the Vikings when they study their next history topic. The topic will focus on enquiry to find out why castles were built such a long time ago.
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