

Clifton Primary School - History Curriculum Long Term Plan



		Autumn	Spring	Summer
Early Years	Cycle A	<p>Marvellous Me</p> <ul style="list-style-type: none"> -Begin to make sense of their own life story and family's history -See themselves as a valuable individual -Talk about members of their immediate family and community -Make comparisons to how other children live -Think sensitively about the perspectives of others -Comment on images of familiar situations in the past -Develop their sense of responsibility and membership of a community. <p>Festivals</p> <ul style="list-style-type: none"> -Talk about different celebrations such as Harvest, Bonfire Night, Diwali, Halloween, Christmas - Comment on images of these situations in the past. -Understand that some places are special to members of their community. -Recognise that people have different beliefs and celebrate special times in different ways and at different times of the year. -Continue to develop positive attitudes about the differences between people -Talk about special occasions that their family celebrate and make comparisons of these to others - Recognise some similarities and differences between life in this country and life in other countries. 	<p>Dinosaurs</p> <ul style="list-style-type: none"> - Use books and photographs to help understand the past. -Learn about the different periods: Jurassic, Triassic, Cretaceous and Extinct -Explore fossils -Discuss and explore what is similar/different between the periods and animals, make comparisons -Greek meaning of Dinosaur 'Terrible Lizzard' <p>Food and Farming</p> <ul style="list-style-type: none"> -Talk about the link between food and farming - Compare farms in the UK and abroad and the differences between them (what they grow and why) -Know that there are different countries in the world and talk about the differences they have experienced or seen on photos -Look at how farms/machinery has adapted and changed over time -Comment on images of familiar situations in the past -Focus on local farms/food events (experience a farm) -Understand the effects on the changing seasons on the natural world around them in particular on farms 	<p>Terrific tales and Rhythmic Rhymes</p> <ul style="list-style-type: none"> -Compare and contrast characters from stories, including figures from the past -Think about the perspective of others and understand how perspectives have changed over time -understand and compare difference and similarities -Tale/Rhyme specific learning (The Three Little Pigs, Goldilocks and the Three Bears, Cinderella) <p>Fun at the Seaside</p> <ul style="list-style-type: none"> -Explore the natural world around them and how different physical features of the seaside have changed over time -Know about the RNLI and what they do including the importance of lifeguards/coastguards -Briefly look at lighthouses and their role on the coast -Know what it feels like to have sand on your feet and paddle in the sea. -Know which animals live on the British coastline -Understand that people use the seaside for different reasons (fishing, holiday, live etc) -Begin to understand the need to respect and care for the natural environment and all living things -Understand the effects on the changing seasons along the coastline
	Cycle B	<p>Marvellous Me</p> <ul style="list-style-type: none"> -Begin to make sense of their own life story and family's history -See themselves as a valuable individual -Talk about members of their immediate family and community -Make comparisons to how other children live -Think sensitively about the perspectives of others -Comment on images of familiar situations in the past -Develop their sense of responsibility and membership of a community. <p>Festivals</p> <ul style="list-style-type: none"> -Talk about different celebrations such as Harvest, Bonfire Night, Diwali, Halloween, Christmas - Comment on images of these situations in the past. -Understand that some places are special to members of their community. -Recognise that people have different beliefs and celebrate special times in different ways and at different times of the year. -Continue to develop positive attitudes about the differences between people -Talk about special occasions that their family celebrate and make comparisons of these to others - Recognise some similarities and differences between life in this country and life in other countries. 	<p>Animals around the World</p> <ul style="list-style-type: none"> -Visit local environments -Compare where we live to other areas of Britain and the world -Explore the natural world immediately around them and what/who lives there (How has this changed?) -Be familiar with different landscapes and how they make us feel -Understand the effects the changing seasons has had on the environment and animals over time -Acknowledge any rare breeds and their protection/conservation and who works with them -Explore working animals and their use of senses. Has this adapted over time? <p>Ticket to Ride</p> <ul style="list-style-type: none"> -Recognise some similarities and differences between life in this country and life in other countries -Understand how different forms of transport have developed over time -Understand that live before these developments was hugely different -Know what different modes of transport are used for and why 	<p>Terrific tales and Rhythmic Rhymes</p> <ul style="list-style-type: none"> -Compare and contrast characters from stories, including figures from the past -Think about the perspective of others and understand how perspectives have changed over time -understand and compare difference and similarities -Tale/Rhyme specific learning (Jack and the beanstalk, The Gingerbread Man, Little Red Riding hood) <p>Under the Sea</p> <ul style="list-style-type: none"> -Know which sea creatures we might find on the coast of Britain. -Look at the plant life under the sea -Know where the Great Barrier Reef is and why it is important. -Know that some of our food comes from the sea. -Know that we need to protect the environment and living things under the sea. -Know how plastic is affecting the seas and oceans. -Know who David Attenborough is and the impact he has had on us and our planet. - Explore Shipwrecks and their impact under the sea

			-Talk about different types of bridges and why they are important	
Year 1 & 2	Cycle A	The Great Fire of London: Samuel Peeps/Guy Fawkes Events beyond living memory COMMUNITY – POWER - KNOWLEDGE – DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion	How Shops have changed Changes within living memory COMMUNITY – KNOWLEDGE Nationality, Rights, Society	Grace Darling Lives of significant people KNOWLEDGE – COMMUNITY Explore, Rights, Freedom, Society, Frontier, Pioneer History of the RNLI Changes within living memory COMMUNITY – KNOWLEDGE Nationality, Rights, Society
	Cycle B	Remembrance Marking festivals and special events, culture COMMUNITY – POWER - KNOWLEDGE – DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion, Rights, Explore	Mary Anning / David Attenborough Lives of significant people KNOWLEDGE – COMMUNITY Past, Rights, Discovery, Discrimination, Queen, Monarchy, Explore, Society, Pioneer	Local Area Study Significant historical events, People and places in our locality COMMUNITY – KNOWLEDGE – POWER Monarchy, King, Queen, Religion, Society, Trade
Year 3 & 4	Cycle A	Anglo Saxons and Scotts Britain's settlement by Anglo-Saxons and Scots INVASION – POWER - COMMUNITY Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King	Vikings and Saxons Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor INVASION – POWER - COMMUNITY Kingdom, Trade, Migration, Belief, Settlement, Heir, Monarchy, Conflict, King, Religion	Ancient Egypt Achievements of an ancient civilisation Egypt CIVILISATION – KNOWLEDGE – POWER – INVASION Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave, Shang Dynasty
	Cycle B	Stone Age, Bronze Age, Iron Age Changes in Britain from the Stone Age to the Iron Age KNOWLEDGE – COMMUNITY – POWER Settlement, Belief, Conflict, Trade, Trade, routes	Romans Rome and its impact on Britain INVASION – POWER - CIVILISATION Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion	Shakleton: Titanic Knowledge beyond 1066 Lives of significant people KNOWLEDGE – COMMUNITY – DEMOCRACY – POWER Past, Rights, Discovery, Discrimination, Queen, Monarchy, Explore, Society, Pioneer
Year 5 & 6	Cycle A	Ancient Greeks A study of Greek life, achievements and their influence on the western world POWER - DEMOCRACY - KNOWLEDGE - CIVILISATION Army, City-State, conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War	Local History Study How did conflict change our local area in WW2? POWER – INVASION – DEMOCRACY - COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime	Anglo-Saxons (Maya) Compare non-European society with Anglo Saxons CIVILISATION – KNOWLEDGE - POWER City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War

	Cycle B	Battle of Britain Knowledge beyond 1066 POWER – INVASION - COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War	Windrush Generation Knowledge beyond 1066 COMMUNITY – DEMOCRACY - POWER Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality	Monarchs through Time Knowledge beyond 1066 POWER – INVASION - DEMOCRACY Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law
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