



History Long Term Curriculum 2021-22

	Autumn	Spring	Summer
EYFS	<p>Understanding the World: People and Communities</p> <p>In EYFS, children will learn about a range of people and communities. They will develop concepts of patterns and sequence through exploring shape, space and measure, look at growth over time, change, things from their own and family's past, what they were like as babies and how they are the same or different to now. The children will be introduced to vocabulary such as 'today, yesterday, and tomorrow' to introduce them to the concept of time and sequencing. They will focus on significant events and people within their learning.</p>		
Year One	<p>Why we love Wrotham</p> <p>What would it be like to be a child in the past? Changes within living memory – toys, homes, school comparison</p>	<p>Brilliant Britain</p> <p>What has been learned from the Great Fire of London? Events beyond living memory that are significant globally or nationally</p>	<p>Queen Elizabeth</p> <p>Why is Queen Elizabeth famous? The lives of significant individuals in the past who have contributed to national and international achievements</p>
Year Two	<p>Gunpowder, Treason and Plot</p> <p>What were the cause and consequences of Guy Fawkes' actions? Significant historical events</p>	<p>Explorers</p> <p>How has Ernest Shackleton's expedition shaped our lives? The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Transport</p> <p>Can Stevenson's 'Rocket' get me to the moon? Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>
Year Three	<p>Stone Age to Iron Age</p> <p>What was the impact of Early Civilisations on Britain today? Changes to Britain from the Stone Age to the Iron Age</p>	<p>Flying High...</p> <p>Soaring through the years. A significant turning point in British History</p>	<p>Greeks</p> <p>It's all Greek to me! Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>
Year Four	<p>Rome wasn't built in a day!</p> <p>What did the Romans ever do for us? The Roman Empire and its impact on Britain.</p>	<p>Crime and Punishment</p> <p>Did the punishment fit the crime? Changes in aspects of social history</p>	<p>Egyptians</p> <p>Why were the Ancient Egyptians so awesome? The achievements of the earliest civilizations – a depth study of Ancient Egypt</p>
Year Five	<p>Marvellous Mayans</p> <p>Who were the Mayans and why do we know so little about them? A non-European society that provides contrasts with British history</p>	<p>Anglo-Saxons</p> <p>Raiders or Traders - Is it ever OK to take what isn't yours? British Settlement by Anglo-Saxons and Scots</p>	<p>Monarchy</p> <p>Should there always be a leader? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - The changing power of monarchs</p>
Year Six	<p>Vikings</p> <p>Are Vikings always victorious and vicious? The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Britain at War</p> <p>Why was WW2 known as the people's war? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>A century of change!</p> <p>Then, now and whatever next? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – leisure and entertainment in the 20th century.</p>