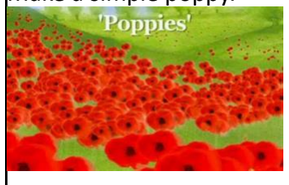
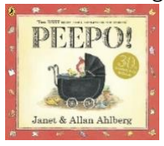
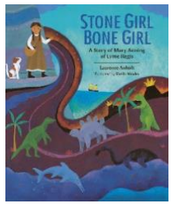
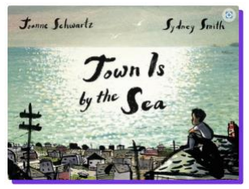
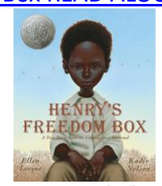
allangels' primaryfederation
Clover Hill V.A. Infant & Nursery School
& St. Michael's V.A. Junior School,
Bowthorpe, Norwich

History Long term plan

	Autumn	Spring	Summer
Reception	**Peek into the past: Can you guess who?** Studying their peers' baby photographs allows pupils to see that they have all changed over time and to use language about the past when describing these changes. **Peek into the past: My life timeline** Creating a timeline, children develop an understanding of personal chronology.	**Peek into the past: Past and present** Making simple observations, pupils decide whether photographs depict the past or not. **Adventures through time: My achievement** Recognising some interests and achievements from their own lives and the lives of their families and friends.	**Adventures through time: Treasure box** Recognising that kings and queens are usually important, powerful people who rule over others. **Adventures through time:** Transport through time Using photographs and stories to compare modes of transport from the past with the present day
	Remembrance Poppies - CBeebies - BBC	Artefact of intrigue e.g. accordion Compare to modern THOSE WERE THE DAYS - ACCORDION POPULAR SONGS (youtube.com) 	Use Tapestry to reflect on key events throughout the year. Use of time vocabulary. Identify how we have changed and grown. What are we looking for to in Year 1 (future)?
Year 1	**How am I making history?** Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.	**How have toys changed?** Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future	**How have nurses changed the world?** Finding out about events and people beyond living memory, children focus on nurses and what makes them significant. They create a timeline and investigate which parts of the world they worked, before comparing nursing in the past with nursing today. Finally, they discuss ways in which these significant people could be remembered. Florence Nightingale, Mary Seacole and Edith Cavell
	Remembrance Remembrance Day - BBC Teach remembrance_day_bbc_teach.pdf (bbci.co.uk) Poppies - CBeebies - BBC Make a simple poppy. 	Recognising that some stories are set a long time ago (chronology skill)  What's similar and what's different about the baby's home and your children's?	 Why was it unusual for a girl to be a fossil-hunter in Mary's time? What were girls supposed to do instead of fossil-hunting? Are there times when you have to resist pressure? How do you know whether to listen to other people or follow your own ideas?
Year 2	**How was school different in the past?** Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.	**What have we learnt from the Great Fire of London?** Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of building and fire safety.	**What is a monarch?** Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.

	Remembrance Remembrance Day - BBC Teach remembrance_day_bbc_teach.pdf (bbci.co.uk)	 What does this book tell us about mining? The 1950s? How is the boy's life different from your own and how is it similar?	Henry's Freedom Box READ ALOUD! (youtube.com)  What does freedom mean to you? Should people be free to do whatever they want? Are we free if we have to obey rules and laws? How can we make sure our laws are the right ones?