Woodloes Primary School History Long Term Curriculum Plan



	Autumn		Spring		Summer			
	а	b	а	b	а	b		
EYFS Understanding the world	Chronology: Members of my immediate family and relationships	Chronology: Use language of time to discuss past and present events Enquiry: Find out about key historical	Chronology: Represent own day on a timeline	Chronology: Talk about and understand changes in own personal timelines Enquiry: Describe	Chronology: Recount an event orally, pictorially and/or with captions Enquiry: Talk about key roles people have	Chronology: Order experiences in relation to themselves and others, including stories		
		events, when these are and how they are celebrated		images of familiar situations in the past using books	in society and changes (e.g. fire uniform)	Enquiry: Comment on images of familiar situations in the past		
	Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past							
Year 1	How am I making history?		How have toys changed?		How have explorers changed the world?			
Year 2		How was school different in the past?	How did we learn to fly?		What is a Monarch?			
Year 3	British History 1 Would you prefer to live in the Stone Age, Iron Age or the Bronze Age?		British History 2 Why did the Romans settle in Britain?		How different were the beliefs in Ancient Egypt?			
Year 4	British History 3 How hard was it to invade and settle in Britain?		How did the achievements of the Maya civilisation influence their society and beyond?		How have children's lives changed?			
Year 5	2024-2025 How did the Mayan civilization compare to the Anglo-Saxons? British History 4	British History 5 What was lifelike in Tudor England?			What does the census tell us about our local area?			

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	2025 onwards Were the Vikings raiders, traders or something else?		
Year 6	What did the Greeks ever do for us?	British History 6 What was the impact of WWII on the people of Britain?	Migration