

Year 1 and 2

Long Term Plan: History

| Module | NC | Autumn | Spring | Summer |
|---|--|-------------------------------------|--------|--------|
| Changes within living memory (Toys) | <ul style="list-style-type: none"> Pupils should be taught about changes within living memory They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time | A & C Revisit x2 weeks B & D | | |
| Events beyond living memory (Great Fire of London) | <ul style="list-style-type: none"> Pupils should be taught about events beyond living memory that are significant nationally or globally They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time | | A & C | |
| Lives of significant people (Neil Armstrong; Mae Jemison; Bernard Harris Jr; Tim Peake) | <ul style="list-style-type: none"> Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different period They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time | | | A & C |
| Significant historical events and places () | <ul style="list-style-type: none"> Pupils should be taught about significant historical events, people and places in their own locality They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods | B & D | | |

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| | <ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time | | | |
| Significant historical people in our locality (Beatrix Potter) | <ul style="list-style-type: none"> • Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different period • Pupils should be taught about significant historical events, people and places in their own locality • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time | | B & D | |
| More lives of significant people (David Attenborough; Mary Anning) | <ul style="list-style-type: none"> • Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different period • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time | | | B & D |