

HISTORY Curriculum Long term plan							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year R	1 Year Cycle	In preparation for the following practical knowledge in Year 1: similarities and differences, chronology and making connections		Understanding the World Past and Present <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 			
Year 1/2	CYCLE A	Why is London Burning? <i>events beyond living memory that are significant</i>	Who was Guy Fawkes? <i>events beyond living memory that are significant</i>				What was life like at the seaside? <i>changes beyond living memory and changes within living memory</i>
	CYCLE B	What was it like to live in a castle? <i>Events beyond living memory, identifying objects from the past and comparing old and new.</i>	What is Remembrance Day? <i>Events beyond living memory, identifying objects from the past and comparing old and new</i>	Will we ever land on the moon again? <i>Significant individuals internationally who have changed our lives.</i>			What's so special about Chawton? <i>Visit historical landmarks and identify key historical figures who lived or had influence there, dates and chronology of when built</i>
Year 3/4	CYCLE A	Who were the Ancient Egyptians? <i>A focused, in-depth study on the ancient civilisation</i>		Where have we come from? <i>Changes in Britain from the Stone Age to the Iron Age</i>			What was life like in Chawton during the Regency period? <i>A local history study</i>
	CYCLE B	Were the Vikings raiders or traders? <i>life of early settlers, invasion, fierce fighting and hand to hand combat</i> <i>Visit and draw on local connections in Winchester</i>		Who built the roads? Why did the Romans come to Britain? <i>Cause and consequence and significance of this. The legacy of the Roman culture.</i>			
Year 5/6	CYCLE A	What have we learnt from the ancient civilisations? <i>the achievements of the earliest civilisations – an overview and then an in depth study of the Aztecs</i>		How close did the Civil War get to Chawton? <i>a local history study</i>		Does the Punishment Fit? <i>Changes in an aspect of social history: Crime and Punishment, extending chronological knowledge beyond 1066</i>	
	CYCLE B	What would you like to invent? How has the power of Monarchs changed since 1066? <i>Include Key Figures – William I, Henry VIII, Elizabeth I, Queen Victoria- also ask -what was Chawton like in these periods? Who lived in the library then?</i>	What was it like to be an evacuee? What have we learnt from World War II? <i>Include visits to Chawton House Library (used as an evacuation centre) to understand its' use, some causes and consequences, life as a child/evacuee. Use of propaganda?</i>		Black Lives Matter Look at African slavery – and also its' abolishment. Look at significant black civil rights leaders.	Who lives in a house like this? What did the Greeks do for us? <i>An in-depth study of Greeks life and achievements and their influence on the western world. The legacy of the Greek culture.</i>	<i>A non-European society that provides contrasts with British history – include a study of Baghdad c.AD900</i>