



Forest Federation

Long Term Planning

EYFS, Key Stage 1 & 2 History

Purpose of Study

At the Forest Federation, a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Early Years Foundation Stage

Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: Past and Present

Children at the expected level of development will: - Talk about the lives of the 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.

Aims of the History National Curriculum

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

EYFS/ Key Stage 1

Key Stage 1 pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Key Stage 1 overview

	Autumn	Spring	Summer
Year A	Holidays	Significant Individuals	The Great Fire of London
Year B	Toys and Games	Queen Victoria vs Queen Elizabeth II	The Story of our High Street

Historian Skills

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Year A	Year B
Expected outcomes for Year A:	Expected outcomes for Year B:
<p><u>Holidays</u></p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p><u>Significant Individuals</u></p> <ul style="list-style-type: none"> • 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 periods 	<p><u>Toys and Games</u></p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p><u>Queen Victoria vs Queen Elizabeth</u></p> <ul style="list-style-type: none"> • 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 periods

The Great Fire of London

- events beyond living memory that are significant nationally or globally
- significant historical events, people and places in their own locality.
- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

The story of our High Street

- significant historical events, people and places in their own locality.
- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Lower Key Stage 2 Overview

	Autumn	Spring	Summer
Year A	Stone Age to Iron Age	Romans	Anglo-Saxons
Year B	Famous People	Vikings	Census

Year A	Year B
<p data-bbox="203 236 651 268">Expected outcomes for Year A:</p> <p data-bbox="203 309 544 341"><u>Stone Age to Iron Age</u></p> <p data-bbox="203 347 972 379">Changes in Britain from the Stone Age to the Iron Age</p> <ul data-bbox="203 386 1106 571" style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture <p data-bbox="203 612 333 644"><u>Romans</u></p> <p data-bbox="203 651 842 683">The Roman Empire and its impact on Britain:</p> <ul data-bbox="203 689 1106 986" style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p data-bbox="203 1027 421 1059"><u>Anglo-Saxons</u></p> <p data-bbox="203 1066 878 1098">Britain's settlement by Anglo-Saxons and Scots</p> <ul data-bbox="203 1104 1106 1369" style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne 	<p data-bbox="1135 236 1583 268">Expected outcomes for Year B:</p> <p data-bbox="1135 309 1373 341"><u>Famous People</u></p> <p data-bbox="1135 347 2033 411">A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul data-bbox="1135 418 2033 603" style="list-style-type: none"> • the changing power of monarchs using case studies such as John, Anne and Victoria • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century <p data-bbox="1135 644 1249 676"><u>Vikings</u></p> <p data-bbox="1135 683 2033 746">The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul data-bbox="1135 753 2033 986" style="list-style-type: none"> • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 <p data-bbox="1135 1027 1249 1059"><u>Census</u></p> <p data-bbox="1135 1066 1429 1098">A local history study:</p> <ul data-bbox="1135 1104 2033 1257" style="list-style-type: none"> • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Upper Key Stage 2 Overview

	Autumn	Spring	Summer	
Year A	Ancient Egypt	Ancient Greece	Ancient China	
Year B	Mayan Civilisation	Local History – The Tudors	World War II	Britain Since 1945

Year A	Year B
<p>Expected outcomes for Year A:</p> <p>Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>Ancient Greece</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. <p>Ancient China The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient China.</p>	<p>Expected outcomes for Year B:</p> <p>Mayan Civilisation a non-European society that provides contrasts with British history. A study of the Mayan civilization c. AD 900</p> <p>Local History – The Tudors A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • the changing power of monarchs using case studies such as John, Anne and Victoria • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century <p>World War II</p> <ul style="list-style-type: none"> • A significant turning point in British history, for example, the Battle of Britain. • Bletchley Park study. <p>Britain since 1945 A study of the changes through the decades since 1945. Pupils should focus on:</p> <ul style="list-style-type: none"> • Music • Clothing and fashion • Technology • Industry • Famous People