

KS1 Long Term Plan History

Year A	Autumn	Spring	Summer
FOCUS	<p><b><u>Social History:</u></b> Toys from the past</p> <p>ENQUIRY QUESTION: What were toys like in the past?</p> <p><b><u>Additional coverage of Significant event:</u></b> <b><u>Remembrance Day (length of time at discretion)</u></b></p>	<p><b><u>Significant Individuals:</u></b> Significant Women in History</p> <p>ENQUIRY QUESTION: Who were significant women in the past and why were they significant?</p>	<p><b><u>Social History:</u></b> Holidays past and present</p> <p>ENQUIRY QUESTION: What were holidays like in the past?</p>
CONTENT	<p>Develop a sense of chronology through exploration and experience of your toys, parents' toys, grandparents' toys back to the Victorian Era and beyond.</p>	<p>Choose from: Mary Anning-Fossils, Dinosaurs- reaching back into ancient past - build understanding of time.</p> <p>Mary Seacole</p> <p>Amelia Earhart</p> <p>Rosa Parks</p>	<p>Focus on leisure throughout time with particular focus on seaside holidays past and present (Link to Geography). Compare holidays now with holidays experienced in the past by parents and grandparents.</p>
CONCEPTS	<p>Leisure</p> <p>Concepts of additional content: Conflict, Democracy, Kingdom, Religion, Treaty, Nation, Invasion, Empire, Sacrifice.</p>	<p>Inequality, Sacrifice, Health, Transport, equality, exploration, Law, Equality, Justice,</p>	<p>Leisure, Health, Transport</p>
Procedural Concepts (Working as a Historian)	<p>Sources, Chronology, comparisons and contrasts. Timeline work.</p>	<p>Chronology - timelines. Social history. Cause and consequence.</p>	<p>Compare and Contrast. Chronology - timelines. Continuity and change. Similarities and Differences.</p>

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FIELD TRIPS	Museum workshop School's library service.  Museum of Cannock Chase-Toys in the Past Workshop		Field study trip: Colwyn Bay  Investigate seaside towns from the past and present day.
Storyy/Book Links	'Dogger' by Shirley Hughes  'Lost in the Toy Museum' David Lucas  'Toys and Games' sally Hewitt.	Little Books, Big Dream Series:  'Amelia Earhart' Isabel Sanchez- Vegara  'Rosa Parks' Lisbeth Kaiser  'Hoorah for Mary Seacole' Trish Cooke  'Stone Girl, Bone Girl,' Laurence Anholt	'Beside the Seaside: Seaside Holidays then and now' Clare Hibbert.
Year B	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
FOCUS	<b><u>Significant Events:</u></b> The Great Fire of London  ENQUIRY QUESTION: When did the Great Fire London happen and why?  <b><u>Significant Events:</u></b> Additional coverage of Significant event: Remembrance Day (length of time at discretion)	<b><u>Significant changes in transport:</u></b> Local area study  ENQUIRY QUESTION: How did people travel in the past?	<b><u>Social History:</u></b> Farming past and present  ENQUIRY QUESTION: How did people farm in the past?
CONTENT	The Great Fire of London  When did it happen? What caused it? What happened afterwards? How did it change how buildings were made?	<b><u>Local focus</u></b> on changes in roads for Hinstock pupils and the canal for Cheswardine pupils.  Timeline of how travel has changed over history- cars/ trains/aeroplanes	Farming past and present: compare and contrast farming in the past with modern farming.  Local link: Hinstock and Cheswardine.

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	Make links to the fire in Market Drayton (past and present).	How these changes have impacted on people's lives and how it may continue to do so in the future. Timeline development and embedding activities.  Focus on The Wright brothers History of aviation	
CONCEPTS	Settlement, Trade Conflict, Democracy, Kingdom, Religion, Treaty, Nation, Invasion, Empire, Sacrifice	Agriculture, empire, invasion, migration, trade, exploration, leisure, transport	Agriculture, trade, migration, settlement, transport
Procedural Concepts (Working as a Historian)	Chronology of British History - timelines. Frame questions and organise events. Sources.	Chronology - develop timelines. Continuity and Change,. Make simple connections.	Chronology - timelines. Sources. Local links and finding information - analysing and asking historical questions.
FIELD TRIPS		Local canal.	Trip to Fordhall farm (local farm).  Invite local farming community into school to talk to the children/bring tractors on site.
Story/Book Links	'Vlad and the Great Fire of London' Kate Cunningham  Short Historiese: 'The Baker's Boy and the Great Fire of London'  'The Great Fire of London Unclassified' Nick Hunter	'The Mystery of the Canal' Darcey Prince  'Narrowboat Natalie' Linda Roper	'The Gigantic Turnip' Aleksei Tolstoy

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Year C	Autumn	Spring	Summer
FOCUS	<p><b><u>Social History: Local Study Market Drayton</u></b></p> <p>ENQUIRY QUESTION: What was my local town like in the past?</p> <p><b><u>Significant Event:</u></b> Additional coverage of Significant event: Remembrance Day (length of time at discretion)</p>	<p><b><u>Significant Individuals: Explorers</u></b></p> <p>ENQUIRY QUESTION: What makes someone a significant explorer?</p>	<p><b><u>Social History: Homes Past and present</u></b></p> <p>ENQUIRY QUESTION: What were homes like in my local area in the past?</p>
CONTENT	<p>Local study: The town of Market Drayton</p> <p>Compare with Hinstock/Cheswardine over time. Dwindling shops/ resources /public transport. Talk to local residents, links to own family history.</p>	<p>Explore significant explorers past and present. Make comparisons. Look at how exploration changed the world in the past e.g. Christopher Columbus, Neil Armstrong, Scott/Amundsen etc. Recap Amelia Earhart. Look at modern explorers and compare.</p>	<p>Homes past and present including Castles: Local study of houses in the village.</p> <p>Study of Castles through the ages - construction and location choices. Timeline of castles -Marches border, Edward 1 Welsh castles.</p>
CONCEPTS	<p>Agriculture, trade, transport, settlement, leisure Democracy, Kingdom, Religion, Treaty, Nation,</p>	<p>Empire, nation, exploration, transport Empire, nation, exploration, conflict, transport</p>	<p>Conflict, invasion, King/Queen, Kingdom, Settlement, Treaty</p>
Procedural Concepts	<p>Chronology - timelines. Local sources. Compare and contrast. Historical enquiry. Local knowledge and social change.</p>	<p>Achievements of mankind. Make comparisons. Similarity, difference and significance.</p>	<p>Chronology. Continuity and change, similarity, difference and</p>

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(Working as a Historian)			significance. Make simple connections.
FIELD TRIPS	Visit to Market Drayton and the museum. Field trip: War memorial in village		Field trip 1: Village walk looking at different types of housing from different ages and comparing and contrasting features.  Field study trip 2: Chirk/Whittingham Castle
Story/Book Links	'Tidy' Emily Gravett 'Leaf Man' Lois Ehlert 'We all Belong' Nathalie Goss 'Shropshire Folk Tales for Children' Amy Douglas 'Where the Poppies now Grow' Hilary Robinson	'Armstrong: The Adventurous Journey of a Mouse to the Moon' Torben Kuhlmann 'The Indestructible Tom Crean' Jennifer Thermes  Little People, Big Dreams Series: 'Neil Armstrong' Maria Vegara  'Fantastically Great Women who changed the World' Kate Pankhurst	'Belonging' Jeannie Baker  'Two Places to Call Home' Phil Earle  'The Castle the King Built' Rebecca Colby