



Long Term Subject Plan for: History				Year 2022-23		Subject Leader: Jo Proctor	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
R				<p>Once upon a time - UW Comments on images of familiar situations in the past. Is able to compare and contrast characters from stories, including figures from the past. Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG). Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG).</p>		<p>Planet Superheroes – UW Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG).</p>	
1	The Carnival of the Animals	<p>Toys of the past <i>How do toys change over time?</i> <i>Why do we have teddy bears?</i> Changes within living memory – used where appropriate, to reveal changes in national life.</p>	Wonderful World		<p>Stones & Bones <i>Who was Mary Anning?</i> <i>What is a palaeontologist and what do they do?</i> Live of significant individuals in the past – <i>Mary Anning</i></p>	Tremendous Tales	
2	Twisted Tales	<p>Let your dreams take flight... <i>Who were the pioneers of flight?</i> Events beyond living memory that are significant locally or globally – <i>The first aeroplane flight</i> Live of significant individuals in the past – <i>Wright Brothers, Amy Johnson, Amelia Earhart, Tim Peake</i></p>		<p>London’s burning <i>Why was the Great Fire of London so catastrophic?</i> Events beyond living memory that are significant locally or globally – <i>The Great Fire of London</i></p>	<p>Ocean Adventures <i>The ocean: friend or foe? (Mostly Geography some History)</i> Live of significant individuals in the past – <i>Grace Darling</i></p>	Bonkers about bugs:	
3	Roald Dahl	Volcanoes	<p>Ancient Egyptians <i>What did the Ancient Egyptians do for us?</i> The achievements of the earliest civilisations –</p>	<p>Ancient Civilizations <i>How did civilisation begin?</i> The achievements of the earliest civilisations – Overview, Ancient Sumer, The Indus Valley, The Shang Dynasty of Ancient China</p>	Wilderness	<p>The Romans in Britain <i>Were the Romans cruel conquerors or brave builders?</i> The Roman Empire and its impact on Britain</p>	



			Depth study <i>Ancient Egypt</i>			
4	<p>Benin <i>What are the historic glories of the kingdom of Benin?</i> <i>How long did the era of Benin last? How did it end?</i> <i>How do we know about it?</i> A non-European society that provides contrasts with British history – <i>Benin (West Africa) AD 900 - 1300</i></p>	<p>Race to the Pole-Antarctica</p>	<p>The Anglo-Saxons <i>Do you have what it takes to be an Anglo-Saxon?</i> <i>How do historians know about the Anglo-Saxons?</i> <i>Who was Alfred the Great?</i> Britain’s Settlement by Anglo-Saxons and Scots</p>		<p>Digestive system</p>	<p>Stone Age to Iron Age <i>How did Stone Age people survive and thrive?</i> <i>How was the Stone Age different from the Iron Age?</i> <i>Why did people build hill forts in the Iron Age?</i> Changes in Britain from the Stone Age to the Iron Age</p>
5	<p>Civil Rights (mini unit) <i>Has Martin Luther King’s dream come true?</i> (Also including <i>Rosa Parks</i>) (<i>Art and History</i>) An aspect or theme of British history that extends pupils’ chronological knowledge beyond 1066 – <i>Changes in an aspect of social history</i></p> <p>Space</p>	<p>Space</p>	<p>Vikings <i>Were the Vikings vicious?</i> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Vikings Cont..</p>	<p>Local History: Victorians <i>Was the Victorian Era a Golden or a Dark Age for Cambridge?</i> A local history study – <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i></p>	<p>Rainforests</p>
6	<p>Evolution</p>	<p>Shakespeare <i>Was Richard the Third a good King?</i> War of the Roses / Richard the third (<i>English</i>) An aspect or theme of British history that extends pupils’ chronological knowledge beyond 1066 – <i>a significant turning point in British history, e.g. the Battle of Britain</i></p>	<p>World War II <i>Why must we remember them?</i> <i>Why was the battle of Britain important?</i> <i>What is propaganda?</i> An aspect or theme of British history that extends pupils’ chronological knowledge beyond 1066 – <i>a significant turning point in British history, e.g. the Battle of Britain</i></p>	<p>Ancient Greeks <i>What did the Ancient Greeks do for us?</i> <i>Where do the Ancient Greeks fit into the chronology of world history?</i> <i>Who do Greek artefacts belong to?</i> <i>Would you rather be a Spartan or Athenian?</i> Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>		<p>Coasts</p>

Curriculum Areas Key:

Local	British	Wider World
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