



## Evenwood C of E Primary School EYFS History Long Term Plan



### EYFS Aims

In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to do more things for themselves independently through planned and independently explored opportunities in their environment. This emerging knowledge and understanding can be used to explore crucial early historical skills. The aims and content address a number of key historical concepts of chronological awareness. These are presented through a cross-curricular approach that aims to develop children's learning across a range of the key learning areas. The children are introduced early on in their learning to methods which will help them to develop an understanding of chronology, which is essential for communication and language.

The aims of our EYFS curriculum is to develop children's early historical skills by providing rich experiences to promote the following:

- Beginning to use historical based language - language associated with the passage of time.
- Developing a sense of historical enquiry.
- Comparison and contrast, similarity and differences.
- Historical narrative and sequence and a sense of chronology and duration.
- An introduction to handling artefacts and the use of evidence.
- Developing the concept of cause & consequence to moderate their own behaviour and see how their behaviour can impact on others

### ELG Content

ELG: Past and Present

Pupils should be given the opportunity to:

- 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 experiences and what has been read in class,
- Recall soe important narratives, characters and figures from the past encountered in books they have read in class.

Autumn	Spring	Summer
<b>All About Me</b>  <u>Possible Questions:</u> What is a timeline? How have I changed? What did our parents look like as babies?	<b>Changes in Our Lives</b>  <u>Possible Questions:</u> What do we wear in each season? What do we wear at different points in the day?	<b>Our Celebrations</b>  <u>Possible Questions:</u> What do we celebrate at school and at home? What have we done in the school year so far? When do we celebrate our birthdays?
<b>Significant events and people to be celebrated throughout the year:</b>		
<b>Person:</b> Guy Fawkes <b>Event:</b> Bonfire Night	<b>Person:</b> King Charles III <b>Event:</b> King's Coronation	<b>Person:</b> St. George <b>Event:</b> St. George's Day
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
N - order, then, now, grow, baby, family R - sequence, time, change, toddler, parent	N - winter, summer, before, now, important R - season, change, past, present, significant	N - celebrate, special, time, knight R - review, previous, occasion, figure
<b>Suggested Texts</b>	<b>Suggested Texts</b>	<b>Suggested Texts</b>

Once There Were Giants by Martin Waddell The Growing Story by Ruth Krauss and Helen Oxenbury Remember, remember the fifth of November by Deborah Webb (NF)	Never take a bear to school by Mark Sperring Tree: Seasons Come, Seasons Go by Patricia Haggerty King Charles - Little People, Big Dreams by Maria Vegara	George and the Dragon by Chris Wormel Starting School by Janet and Alan Alhberg You Must Bring a Hat by Simon Philips
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**Evenwood C of E Primary School**  
**Cycle A**



Year Group	Autumn	Spring	Summer
EYFS	All About Me	Changes in our Lives	Our Celebrations
Year 1/2	<u>Significant People between 1830-1920</u>  <b>Person:</b> Queen Victoria  <b>Person:</b> Grace Darling  <b>Person:</b> Florence Nightingale  <b>Person:</b> Marie Curie	<u>Significant People between 1900 -1970</u>  <b>Person:</b> Emily Davison  <b>Person:</b> Rosa Parks  <b>Person:</b> Martin Luther King Jr	<u>Significant People and Events between 1950 - 2023</u>  <b>Person:</b> Queen Elizabeth II  <b>Person:</b> John F Kennedy  <b>Person:</b> Neil Armstrong  <b>Event:</b> The First Moon Landing (1969)
Year 3/4	<u>The Stone Age</u>  Stone Age tools and weapons Stone Age hunter gatherers Stone Age - clues from the past	<u>The Bronze Age</u>  The Bronze Age around the world Bronze Age- clues from the past  <u>The Iron Age</u> Iron Age tools and weapons Iron Age forts and farming	<u>The Roman Empire</u>  Romans around the world Roman Britain Roman - clues from the past
Year 5/6	<u>The Ancient Greeks</u>  The Ancient Greeks- influence and impact The Ancient Greeks - myths and legends The Ancient Greeks - clues from the past	<u>The Tudors</u>  Tudor Monarchs Tudor entertainment and exploration	<u>The Second World War</u>  The Second World War- weapons The Second World War - impact



Evenwood C of E Primary School  
Cycle B



Year Group	Autumn	Spring	Summer
EYFS	All About Me	Changes in our Lives	Our Celebrations
Year 1/ 2	<u>Significant People and Events between 1450- 1666</u>  <b>Person:</b> Christopher Columbus  <b>Event:</b> The Gunpowder Plot  <b>Event:</b> The Plague  <b>Event:</b> The Great Fire of London	<u>Significant People and Events between 1674- 1900</u>  <b>Person:</b> Jethro Tull  <b>Event:</b> The steam engine (linked to local History George Stephenson)  <b>Event:</b> The Industrial Revolution	<u>Significant People and Events between 1900- 2023</u>  <b>Event:</b> The Invention of the Radio  <b>Event:</b> The first flight  <b>Person:</b> Tim Berners-Lee
Year 3/ 4	<u>Ancient Egypt</u>  Egyptian clues from the past Egyptian pyramids and obelisks Egyptian beliefs and burials	<u>The Anglo- Saxons</u>  Anglo-Saxon kingdoms and conquests Anglo-Saxon beliefs and burials	<u>The Vikings</u>  Viking sailors and raiders Viking kingdoms and conquests
Year 5/6	<u>The Aztecs</u>  The Aztecs- builders and makers The Aztecs - farmers and fighters	<u>The Victorian Era</u>  The Victorians- innovation and industry The Victorians- exploration and empire	<u>Local History</u>  Mining disaster  World War I Weapons Impact Bradford Brothers



**Evenwood C of E Primary School**  
**Year One and Two History Long Term Plan**  
**Cycle A**



Autumn	Spring	Summer
<u>Significant People between 1830-1920</u>  <b>Person:</b> Queen Victoria  <b>Person:</b> Grace Darling  <b>Person:</b> Florence Nightingale  <b>Person:</b> Marie Curie	<u>Significant People between 1900 -1970</u>  <b>Person:</b> Emily Davison  <b>Person:</b> Rosa Parks  <b>Person:</b> Martin Luther King Jr	<u>Significant People and Events between 1950 - 2023</u>  <b>Person:</b> Queen Elizabeth II  <b>Person:</b> John F Kennedy  <b>Person:</b> Neil Armstrong  <b>Event:</b> The Moon Landing (1969)
Key Vocabulary	Key Vocabulary	Key Vocabulary
<b>Queen Victoria:</b> monarch, monarchy, legacy, politics, memorial  <b>Grace Darling:</b> steamship heroine, gallantry, significant, society  <b>Florence Nightingale:</b> insanitary, significant, improved, conditions, legacy, influential  <b>Marie Curie:</b> influential, radioactivity, achievements, legacy, diagnosis	<b>Emily Davison:</b> significant, suffragettes, law, decade, hunger strike  <b>Rosa Parks:</b> activist, law, segregation, significant, legacy, boycott  <b>Martin Luther King Jr:</b> inequality, influential, inspiring, discrimination, race, assassinated	<b>Queen Elizabeth II:</b> monarch, coronation, decade, government, political, tradition  <b>John F Kennedy:</b> parliament, assassinated, communicate, rivals, nuclear war  <b>Neil Armstrong:</b> commander, achievements, breakthrough, plaque, exploration  <b>The Moon Landing:</b> lunar, achievement, exploration, rivals, orbit
Focused Content:		
Pupils should be taught about: <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• 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]</li> <li>• 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]</li> <li>• significant historical events, people and places in their own locality.</li> </ul>		



**Evenwood C of E Primary School**  
**Year One and Two History Long Term Plan**  
**Cycle B**



Autumn	Spring	Summer
<b>Significant People and Events between 1450- 1666</b>  <b>Person:</b> Christopher Columbus  <b>Event:</b> The Gunpowder Plot  <b>Event:</b> The Plague (Black Death)  <b>Event:</b> The Great Fire of London	<b>Significant People and Events between 1674- 1900</b>  <b>Person:</b> Jethro Tull  <b>Event:</b> The steam engine (linked to local History George Stephenson)  <b>Event:</b> The Industrial Revolution	<b>Significant People and Events between 1900- 2023</b>  <b>Event:</b> The Invention of Radio  <b>Event:</b> The first flight  <b>Person:</b> Tim Berners-Lee
Key Vocabulary	Key Vocabulary	Key Vocabulary
<b>Christopher Columbus:</b> explorer, civilisations, centuries, disease, legacy, colonised  <b>The Gunpowder Plot:</b> Houses of Parliament, conspirators, persecuted, centuries, government, treason  <b>The Plague (Black Death):</b> ancient, outbreak, centuries, eyewitness, chronicles, recount  <b>The Great Fire of London:</b> decades, congested, flammable, architects, eyewitness, extract	<b>Jethro Tull:</b> significant, agricultural, revolution, influential, legacy, permanent  <b>The Steam Engine:</b> significant, transportation, turbine, centuries, vital, locomotives, consequence  <b>The Industrial Revolution:</b> significant, trading, products, population, produced, agricultural	<b>The Invention of Radio:</b> influential, communicate, navigation, essential, broadcasts, transmission  <b>The First Flight:</b> achievement, sustained, discoveries, ancient, centuries, influential  <b>Tim Berners-Lee :</b> world wide web, internet, communication. Influential, significant
Focus Content		
Pupils should be taught about: <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• 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]</li> <li>• 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]</li> <li>• significant historical events, people and places in their own locality.</li> </ul>		



**Evenwood C of E Primary School**  
**Year Three and Four History Long Term Plan**  
**Cycle A**



Autumn	Spring	Summer
<b><u>The Stone Age</u></b>  Stone Age tools and weapons Stone Age hunter gatherers Stone Age - clues from the past	<b><u>The Bronze Age</u></b>  The Bronze Age around the world Bronze Age- clues from the past  <b><u>The Iron Age</u></b> Iron Age tools and weapons Iron Age forts and farming	<b><u>The Roman Empire</u></b>  Romans around the world Roman Britain Roman - clues from the past
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<b>The Stone Age:</b> ancestors, consequences, climate, nomadic, communal, historical sources  <b>Stone Age Tools and Weapons:</b> ancestors, archaeologists, identities, nomadic, density  <b>Stone Age Hunter-Gatherers:</b> scavenging, technology, migrate, permanent, predators  <b>Stone Age- clues from the past:</b> archaeologists, sophisticated, preoccupied, processions, c.	<b>The Bronze Age:</b> societies, ancient, trade, custom, hoard  <b>The Bronze Age Around the World:</b> approximately, technology, states, irrigation, communication, extracting  <b>Bronze Age- clues from the past:</b> archaeologists, preserved, intricate, communal  <b>The Iron Age:</b> conquest, significant, influential, legacy, consequence, fortified  <b>Iron Age Tools and Weapons:</b> ore, consequence, civilisations, specialist, efficient  <b>Iron Age Forts and Farming:</b> dominant, fortification, inhabited, surplus	<b>The Roman Empire:</b> turmoil, frontiers, territory, constitution, dictator, assassinated  <b>Romans around the world:</b> territory, economy, importing, exporting, prosperous, acknowledged  <b>Roman Britain:</b> territories, emperor, sanitation, resistance  <b>Roman- clues from the past:</b> archaeologists, preservation, erosion, mosaics, construction, architects
<b>Focus Content</b> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>Ancient Greece - a study of Greek life and achievements and their influence on the western world</li> <li>History 192 a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>		



**Evenwood C of E Primary School**  
**Year Three and Four History Long Term Plan**  
**Cycle B**



Autumn	Spring	Summer
<b><u>Ancient Egypt</u></b>  Egyptian clues from the past Egyptian pyramids and obelisks Egyptian beliefs and burials	<b><u>The Anglo- Saxons</u></b>  Anglo-Saxon kingdoms and conquests Anglo-Saxon beliefs and burials	<b><u>The Vikings</u></b>  Viking sailors and raiders Viking kingdoms and conquests
Key Vocabulary	Key Vocabulary	Key Vocabulary
<b>Ancient Egypt:</b> influential, fertile, irrigation, immortality, rituals, decipher  <b>Egyptian clues from the past:</b> archaeologists, canopic jars, sarcophagus, mummy  <b>Egyptian Pyramids and Obelisks:</b> temples, engineering, architects, commemorate, achievements  <b>Egyptian Beliefs and Burials:</b> afterlife, preserve, essential, embalmed, eternity, pharaoh	<b>The Anglo-Saxons:</b> descendants, conquered, stability, collapse, chaos  <b>Anglo-Saxon Kingdoms and Conquest:</b> upheaval, consequences, independent, allegiance  <b>Anglo-Saxon Beliefs and Burials:</b> medieval, legacy, Christianisation, pagan, literature	<b>The Vikings:</b> Scandinavia, explorers, colonised, evidence, raid  <b>Viking sailors and raiders:</b> accounts, colonise, seaborne, navigation, symmetrical  <b>Viking Kingdoms and Conquests:</b> reputation, Scandinavia, colonisation, volatile, descendant
Focus Content		
<ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• Ancient Greece - a study of Greek life and achievements and their influence on the western world</li> <li>• History 192 a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>		



**Evenwood C of E Primary School**  
**Year Five and Six History Long Term Plan**  
**Cycle A**



Autumn	Spring	Summer
<b><u>The Ancient Greeks</u></b>  The Ancient Greeks- influence and impact The Ancient Greeks - myths and legends The Ancient Greeks - clues from the past	<b><u>The Tudors</u></b>  Tudor Monarchs Tudor entertainment and exploration	<b><u>The Second World War</u></b>  The Second World War- weapons The Second World War - impact
<b>Key Vocabulary</b>  <b>The Ancient Greeks:</b> democracy, citizens, philosophy, historical sources  <b>The Ancient Greeks- Influence and Impact:</b> civilisations, democratic, characteristic features  <b>The Ancient Greeks- Myths and Legends:</b> generations, demigods, techniques, amphoras, lekythos  <b>The Ancient Greeks- Clues from the Past:</b> literature, architects, friezes, acoustics, engineering	<b>Key Vocabulary</b>  <b>The Tudors:</b> monarch, medieval, legacy, reformation, alliance  <b>Tudor Monarchs:</b> heir, rebellion, parliament, military, devout  <b>Tudor Entertainment and Exploration:</b> civil war, prosperity, flourish, philosophy, expeditions	<b>Key Vocabulary</b>  <b>The Second World War:</b> communism, significant, influences, decades, evacuated  <b>The Second World War- Weapons:</b> evacuation, propaganda, amphibious, blitz, atomic  <b>The Second World War - Impact:</b> holocaust, legacies, declaration, dispute, rationing
<b>Focus Content</b> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• Ancient Greece - a study of Greek life and achievements and their influence on the western world</li> <li>• History 192 a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>		





**Evenwood C of E Primary School**  
**Year Five and Six History Long Term Plan**  
**Cycle B**



Autumn	Spring	Summer
<b><u>The Aztecs</u></b>  The Aztecs- builders and makers The Aztecs - farmers and fighters	<b><u>The Victorian Era</u></b>  The Victorians- innovation and industry The Victorians- exploration and empire	<b><u>Local History</u></b>  Mining disaster  World War I Weapons Impact Bradford Brothers
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<b>The Aztecs:</b> nomadic, conquistadors, Mesoamerican, irrigation, chinampas  <b>The Aztecs- Builders and Makers:</b> engineered, intricate, textiles, ingenious, aqueducts, currency, ceremonies  <b>The Aztecs- Farmers and Fighters:</b> influence, conquered, tribute, captives	The Victorian Era- empire, poverty, revolution, consequence, law, conditions  The Victorians- Innovation and Industry: innovations, workforce, economy, representation, parliament  The Victorians- Exploration and Empire: exploration, uncharted, missionaries, achievements, Raj	
<b>Focus Content</b>		
<ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• Ancient Greece - a study of Greek life and achievements and their influence on the western world</li> <li>• History 192 a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>		