



History - Long Term Plan

Pupils should be taught to:

EYFS ELG

Understanding the World – Past and Present

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

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.

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.

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.

Pupils should be taught about:

Changes in Britain from the Stone Age to the Iron Age

The Roman Empire and its impact on Britain

Britain's settlement by Anglo- Saxons and Scots

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

A local history study

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

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

Ancient Greece – a study of Greek life and achievements and their influence on the western world

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

Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian Values to work towards creating an outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).



We will realise our Vision through the following aims:

- demonstrating, as a Church school, our Christian values in action
- providing a broad and balance curriculum to all children
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- targets that are challenging and achievable.

GARTON ON THE WOLDS CE PRIMARY SCHOOL INTENT, IMPLEMENTATION AND IMPACT

Intent

At Garton on the Wolds CE Primary School, we aim for a high quality history curriculum which will;

- stimulate children's interest and understanding about the life of people who lived in the past.
- develop an understanding of life in the present by exploring the past.
- build a sense of chronology.
- develop children's sense of cultural heritage through an understanding of society and their place within it.
- build knowledge and skills which enables children to enquire, research and analyse in history.
- develop an understanding of how evidence is used to make historical claims.
- develop children's perspective between local and international history encompassing all areas of history.

To design a history curriculum and scheme of work with appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum history programmes of study.

To fulfil the duties of the National Curriculum providing a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.



Implementation

History is taught in blocks throughout the year so that children achieve depth in their learning. Children have access to key knowledge, language and meanings to understand history and to use these skills across the curriculum.

EYFS: Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including Understanding the World. Areas of provision are enhanced to ensure vocabulary and understanding about the past and present can be developed.

History Knowledge Walls are used throughout school with a focus on key knowledge, vocabulary and questions making links across the wider curriculum.

Subject specific vocabulary: Highlighted to the children through lessons, revisited through subsequent lessons and class assemblies and recorded on History Knowledge Walls.

Books: Children will have access to a wide variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area.

Artefacts: Where possible children will have access to artefacts to explore and investigate, enhancing historical knowledge, understanding and skills.

Outdoor learning: We recognise that children learn in a variety of ways and so where appropriate, children will opportunities to learn history outside the classroom.

Teaching: A wide variety of teaching approaches are used in history lessons to ensure children make good progress and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work and individual learning in history lessons.

Research: Children will be asked to research historical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in history.

English, Maths and ICT skills are taught during discrete lessons but are revisited in history so children can apply and embed the skills they have learnt in a purposeful context.

Cultural Capital: Educational visits, specialist visitors and involvement in community activities are planned to provide first-hand experiences for the children to support and develop their learning, which are often linked to history.

Assessment: Class teachers assess children's understanding in history and this is then recorded on skills tracker. This data is analysed to improve the children's learning in history.



Impact

Children acquire key knowledge through a broad and balanced history curriculum.

Children gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past.

Children learn to ask perceptive questions and think critically.

Children understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry, organisation and communication.

Cycle A – 2025/26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Skills developed through child's interests and topic activities – Finding Out About the Past – Talk about and share experiences of the past and present. Talk about and describe artefacts from the past and present. Use simple everyday terms to describe the passing of time Talk about my own life and those of people I know. Place objects and events within experience, in time order. Historical Events – Talk about events in my life and the lives of people I know. Lifestyles of People in the Past – Talk about and describe the differences between my life now and my family's in the past Significant Historical People – Talk about important people in my life and those of people I know					



Year 1/2	Guy Fawkes and the Gunpowder Plot	Florence Nightingale	What were seaside holidays like in the past?
Year 3/4	Stone Age to Iron Age	Ancient Egypt	Invaders and Settlers
Year 5/6	Who are the Ancient Greeks?	Shang Dynasty	Crime and Punishment

Cycle B – 2026/27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Skills developed through child's interests and topic activities – Finding Out About the Past – Talk about and share experiences of the past and present. Talk about and describe artefacts from the past and present. Use simple everyday terms to describe the passing of time Talk about my own life and those of people I know. Place objects and events within experience, in time order. Historical Events – Talk about events in my life and the lives of people I know. Lifestyles of People in the Past – Talk about and describe the differences between my life now and my family's in the past Significant Historical People – Talk about important people in my life and those of people I know					



Garton on the Wolds C.E. (V.C.) Primary School

Respect, Aspire, Achieve

"I have come that they may have life, and have it to the full" (John 10 v.10)"

Long Term Plan - 2025/26 and 2026/27

Subject: History

Year 1/2	Intrepid Explorers	Castles	Toys Past and Present
Year 3/4	Indus Valley	The Maya	What was it like for children in WW2?
Year 5/6	How has life in Britain changed since 1948?	Vikings vs Anglo Saxons	Local Study