**Swain House Primary School History - Long Term Plan**

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| **Year group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYs** | **Little Acorns – Proud to be me**  **Great Oak – Proud to be me in my family**  **Reception – Proud to be at Swain House** | **Little Acorns – Celebrating our world**  **Great Oak – Celebrating our world**  **Reception – Celebrate Good Times** | **Little Acorns – Once upon a time**  **Great Oak – And They All Lived Happily Ever After**  **Reception – Heroes that are Super** | **Little Acorns – Paws, Claws and Whiskers**  **Great Oak – Jurassic World**  **Reception – Our World and Beyond** | **Little Acorns – Rhyme Challenge**  **Great Oak – Wonders of the Sea**  **Reception – Extreme Habitats** | **Little Acorns – Down at the Bottom of the garden**  **Great Oak – Wonders of the Land**  **Reception – All Creatures Great and Small** |
| **Y1** | **Street Detectives**   * Changes in living memory in our local area. * Simple timeline * History of amenities and how shopping for food has changed over time? * Textile- Bradford’s role industrial evolution. | **The Bradford Pals - signing up. Why did these friends decide to go to war together?**   * The significance of war and the consequences for families at this time. * Identify and similarities between different periods of time. * Understand different ways to find out about the past. | **Castles**   * Know the definition of a castle - large building fortified against attack by thick walls and some defensive features. * Date and importance of the Norman Conquest. Know about basic social structure of a castle and some of the jobs would have done. | **Castles**   * Know the definition of a castle - large building fortified against attack by thick walls and some defensive features. * Date and importance of the Norman Conquest. Know about basic social structure of a castle and some of the jobs would have done. | **1666 - 2022 - FIRE!**   * What similarities do the wild fires of 2022 have with the Great Fire of London? * What were the causes of the Great Fire of London and the Wild Fires in Australia. * exploring the consequences - changes to buildings/habitats and environments. | **1666 - 2022 - FIRE!**   * What similarities do the wild fires of 2022 have with the Great Fire of London? * What were the causes of the Great Fire of London and the Wild Fires in Australia. * exploring the consequences - changes to buildings/habitats and environments. |
| **Y2** | **What did parks contribute to Bradford?**   * Events beyond living memory that are significant nationally or globally. * Significant people - Robert Peel. | **The Bradford Pals: Injury!**   * What can we learn from Mary Seacole/Edith Cavell about how to look after injured soldiers? The impact of developments in medicine and health in warfare * Significant people - Mary Seacole and Edith Cavell. * Significant events: WW1 |  | **Poles Apart**   * Children have learnt about the explorer Roald Amundsen. * Children have learnt about the explorer Robert Scott.   Children can identify who the first person was the reach the South Pole. |  |  |
| **Y3** | **Titus Salt: How did Salt change the lives of people in Bradford?**   * Changes to homes and businesses in Saltaire - land use. * A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. | **What was life like in the trenches for our Bradford pals?**   * The consequences of war. | **How did early people move from surviving to thriving Stone Age to Iron Age**  Changes in Britain from the Stone Age to the Iron Age | **How did early people move from surviving to thriving Stone Age to Iron Age**  Changes in Britain from the Stone Age to the Iron Age | **Ancient Civilisations – Egyptians**  **Walk like an Egyptian**  The achievements of the earliest civilizations  an in depth study of Ancient Egypt |  |
| **Y4** |  | **What happened to the women while our pals were away?**   * Women and work.   **The Romans - what was the impact of the Roman invasion on Britain?**  Big ideas linking invasion to invention and innovation, migration, empire and trade. | **Anglo-Saxons**  How did invasion shape our nation?   * Similarities and differences: Christianity and the Norse Gods and myths * Linking Concepts - settlements and migration | **Vikings**  How did invasion shape our nation? What were the similarities and differences between the Anglo-Saxons and Vikings?   * Similarities and differences: Christianity and the Norse Gods and myths * Linking Concepts - settlements and migration |  |  |
| **Y5** | **The Bradford Fire**   * Significance - how is this event remembered in our community? | **How do we remember the fallen in war?**   * Cause and consequence of war. * Memorials, monuments, cenotapths. | **Victorians**  Did Queen Victoria change the world?  (picking up and developing the ‘big idea of Empire).  Cause and consequence of empire and colonisation. Trade (interconnectedness).  Locate and identify the countries that were part of the British Empire and which now in the Commonwealth. | **Victorians**  Did Queen Victoria change the world?  (picking up and developing the ‘big idea of Empire).  Cause and consequence of empire and colonisation. Trade (interconnectedness).  Locate and identify the countries that were part of the British Empire and which now in the Commonwealth. | **Rainforests**   * Did ancient people tread more softly on the planet than modern civilisations? * The significance of the Amazon River and rainforest to the planet. Place, interconnectedness and environment/sustainability. | **Rainforests**  **MAYAN civilisation**  Did ancient people tread more softly on the planet than modern civilisations?   * The significance of the Amazon River and rainforest to the planet. Place, interconnectedness and environment/sustainability. |
| **Y6** | **From settlement to city - how did Bradford change over millennia?**   * Chronology over large time scales and periods (summative skills). * Gathering source materials, interpreting and presenting data and information. * Curation and explanation. | **Impact of WW1 on WW2 - the interwar years.**   * What happened to our Bradford pals when they returned home? * Consequences of war and how they lead, in part, to another.   (cause and consequence)  **Explorers**   * A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. | **Ancient Greeks – How did a volcano change the course of history?**  Minoan - Mycenean - Ancient/Classical Greece.  Minoan - a matriarchal society destroyed by a volcano.  Mycenaean - the greatest storytellers - greek myths and legends.  Ancient/Classical Greece - the development of democracy, philosophy, science and art.  The end of Greece (making clear the interconnectedness of the Greek/Roman world). | **Ancient Greeks**  Minoan - Mycenean - Ancient/Classical Greece.  Minoan - a matriarchal society destroyed by a volcano.  Mycenaean - the greatest storytellers - greek myths and legends.  Ancient/Classical Greece - the development of democracy, philosophy, science and art.  The end of Greece (making clear the interconnectedness of the Greek/Roman world). |  |  |